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ABSTRACT

This theme issue of the monthly Partnerships in Education (PIE) journal focuses on new collaborations, new educational challenges, and some examples of exemplary partnership programs at work in school districts across the country. Each of the 22 chapters was written by those who either direct or coordinate a partnership program. Partnership programs are a tool used to support school improvement efforts. The following businesses or institutions have formed partnerships and are included in the book: (1) ARCO; (2) New York City School Volunteer Program; (3) World Book Encyclopedia; (4) Portland (Oregon) Investment; (5) Rochester (New York) Brainpower; (6) Houston (Texas) Business Promise; (7) Hartford (Connecticut) Early Learning Partnership; (8) Ounce of Prevention Fund (Chicago businesses); (9) Harriet Tubman Elementary School (Newark, New Jersey); (10) Pizza Hut; (11) San Francisco (California) School Volunteers; (12) Time Inc.; (13) Security Pacific Corporation; (14) Career Beginnings; (15) IBM; (16) Dade Partners (Miami, Florida); (17) Los Angeles (California) Adopt-A-School-Program; (18) Memphis (Tennessee) Adopt-A-School-Program; (19) Private Initiatives in Public Education; (20) Purchase Westchester (New York) School Partnership; (21) National Foundation for Improvement of Education; and (22) Exxon Education Foundation. A resource guide is included that provides the name, title, address, and telephone number of the contact person for each of the programs highlighted in the book. (SI)

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Partnerships in Education
journal

Partnerships That Work!

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Preface

Susan D. Otterbourg, Ed. D.

The Partnerships in Education Movement has experienced a virtual explosion of programs focused on alliances between schools and individuals, and with groups from business, government agencies, institutions of higher education, the Armed Services, parents non-profit and community organizations, churches, foundations, hospitals and the media. Partnerships are found across the United States in urban, suburban and rural areas. These collaborations, called partnerships in education, now number approximately 140,800 (U.S. Department of Education 1988).

Skeptics who once declared that the Partnerships in Education Movement would be just one more "fad" are surprised by the growth, both in quantity and quality, of these programs.

A partnership is only a tool, albeit an excellent one, to support school improvement efforts. With the level and depth of human, in-kind and financial resources needed to support these efforts and with the decline in traditional sources of supplemental funding, it is clear that no organization alone can meet the vast challenges that the school reform effort requires. So, especially over the past five years, schools and communities have pooled resources to improve areas such as enhancing school management and staff development, enriching instruction, introducing students and staff to the world of work, extending opportunities for post-high school education and training, and building community and political support for program improvement and adequate financing of schools.

Communities across the country see partnerships as a supplemental tool to extend the use of community resources to meet local educational need, to help the community retain an adequate supply of skilled labor, to maintain an informed and productive citizenry, and to supply attractive community settings for families and for business and professional enterprises.

Leaders of the Partnerships in Education Movement agree that the concept has progressed to what is called "the second stage of partnership." In the past five years, program leaders have poured their energy into basic program planning and development. Business, government and community partners have "pitched in" to assist school districts and individual schools in a myriad of ways, with a broad range of resource support. What's next? Will these business, community and government partners continue to have a long-term substantive interest in working through partnerships? And if so, why?

An Important Link

Partnerships That Work! provides an important link to this national discussion. The book focuses on current thinking and practical applications of partnership leaders who are actually working in the field — at local, state and national levels. *Partnerships That Work!* thus provides basic information for leaders who are responsible for creating and directing partnerships in their communities. Readers will gain valuable information about exemplary partnership programs that are well established, new collaboratives that are being forged, and critical challenges that are being addressed through the formation of collaborative structures. This book also celebrates the importance of supporting and recognizing educators who are — of course — the daily "partners" for all of our nation's students.

Partnerships That Work! gives the reader current, useful information about nationally recognized "model" programs. The book relates how directors of these programs continue to work to refine and expand program procedures, strategies and activities to ensure ongoing renewed support for *all* partners' goals and objectives.

New collaborations receive special attention in *Partnerships That Work!* These programs address the use of partnership as a tool to develop or reorganize community infrastructures in communities across the country. Support and guidance for these new infrastructures come through collaboratives composed of education, business and other community groups that are working to meet common needs. These needs range from improving school management, curriculum and instruction, to reducing the dropout rate and extending work and college opportunities for high school graduates. These programs are often targeted to students "At Risk." The schools' partners believe that these efforts can encourage future generations of intelligent consumers, qualified workers and concerned and caring citizens for their communities.

The New Challenges

By introducing programs related to early childhood development, literacy and the school to work and college transition, *Partnerships That Work!* recognizes the new challenges that are of major importance to the future economic, social and moral health of our Nation. Readers will have the opportunity to learn about the "nuts and bolts" of these developing programs. At the same time, the book's discussion extends our understandings of the enormous difficulties inherent in addressing these issues — and why solutions require major collaborative community efforts.

It is important to note that *Partnerships That Work!* includes a section on programs that focus on recognition and support of educators. Lest we forget, our nation's children spend most of their waking time, approximately 180 days of the year, in school classrooms. It is in the classroom that good instruction will happen (or not). It is in each school that educators competently administer and manage the everyday life of professionals and students (or not). Research has shown that all the top-down directives — whether from local, state or national levels — will not change what happens to children as they attend school every day.

The fact that major business, professional, government and community organizations increasingly see partnerships as a tool 1) to support educators' efforts to change and 2) to recognize the important work of effective professionals is a critical message that needs to be disseminated more consistently and forcefully. Fortunately, the "seed" of this message is carefully planted in *Partnerships That Work!*◆

Dr. Susan D. Otterbourg is co-coordinator of the National Symposia on Partnerships in Education and President, Delman Educational Communications, Englewood, New Jersey.

An Introduction

by Paul Snodgrass and Don Adams

We welcome you to *Partnerships That Work!* — the book on partnerships in education.

Within these pages, we will be taking a look at the new collaborations, the new educational challenges *and* some examples of exemplary partnership programs at work in school districts across the country.

The book has been created as an "editorial partnership," with each chapter of the volume written by those who either direct or coordinate a partnership program.

For you, the reader, this means receiving the most accurate, direct and important information about these innovative programs with little editorial translation.

Partnerships That Work! has been created as a resource publication. You will find complete contact information about these programs in our resource guide at the back of the book. We have provided the name, title, address and telephone number of the contact person for each of the programs highlighted in the book. Almost all the work has been done for you — just dial a telephone number or write a letter, and you're on your way to receiving more information about any, or all, of these exemplary partnership programs.

We would like to thank the partnership practitioners who participated in the creation of this book by taking the time to communicate with you about their programs.

A special thanks to World Book, Inc. for its corporate sponsorships that made this book possible. ✦

— Paul Snodgrass is Publisher and Don Adams is Editor of Partnerships That Work!.

The Partnership Pioneers

chapter 1

ARCO: A Corporate Pioneer for Education

by Myrna Plost

What came first: Business/Education Partnerships or ARCO volunteers working with youth in schools? The answer is ARCO volunteers. Long before business/education partnerships became the vogue, our volunteers were working with youth in education. They did not know it, but they were helping establish a national phenomenon.

Business/education partnerships became official in 1982 when President Ronald Reagan called for business and industry to join educators in improving opportunities for youth.

"ARCO's been involved with education long before 1982," says Lod Cook, Chief Executive Officer of ARCO. "In fact, I became involved in the early 70's when I first came to Los Angeles. I joined (what was called then) the National Alliance of Businessmen, and we concentrated on getting involved with education because there was, and still is, a great need."

When ARCO volunteers look around, they see most of their peers in some kind of educational partnership: tutoring, helping with career education, teaching economics and business, motivating youth to stay in school, and much more.

That is why ARCO's chairman has emphasized education as a priority for the company's community involvement and for his own volunteering. Lod Cook is currently National Chair of Junior Achievement that aims to promote economic education in the schools. He is also concerned about the staggering dropout problem for high schools. He explains, "We need a partnership between government, education and business to deal with what is becoming a national emergency — the growing dropout rate of youth from education and consequently from opportunities to improve their own lives and to contribute to the economic and political well-being of our nation."

The rising student dropout rate has serious implications for society at large, as well as for business, with its growing need for technical employees. That is one reason why the greatest number of ARCO volunteers participate in educational partnerships with our schools.

California Partners

Ten years ago, ARCO adopted the first school in Los Angeles in the city's then fledgling Adopt-A-School Program. With 10th Street School in the inner city, the company initiated a release time policy for employees participating in the Adopt-A-School program. Today, more than 100 ARCO volunteers serve in 10 Los Angeles schools: six elementary, two intermediate, one high school and one special education school.

ARCO volunteers serve as one-to-one tutors with students, conduct mini-courses, work with parents and even introduce gardening at inner-city schools.

In 1984, ARCO was a charter member of the Los Angeles Educational Partnership (LAEP) formed to promote industry and education partnerships on special projects. Walt Kirwan, Manager, Public Affairs Programs, at ARCO headquarters, has actively worked at providing Small Grants for Teachers, a program that recognizes and provides funds for teacher-created projects. He also spearheaded support for Math Science Fellowships to enrich science and math teachers.

The ARCO Foundation is a major funding source for LAEP. Additionally, ARCO supports the California Educational Partnerships Consortium, that promotes business education partnerships statewide.

Volunteers throughout the company provide career education through Explorer Scouts. They support the Youth Motivation Task Force working to keep youngsters from dropping out of school. They are partners with Junior Achievement in providing economic education.

Outside of California, hundreds of ARCO volunteers participate in educational partnerships in areas where we have major operations including Washington, Texas, Alaska and Pennsylvania. For example, in Anchorage ARCO professionals participate in Scientists in the Schools, and update students and teachers on what's new in science. In Dallas, ARCO volunteers provide Adopt-A-School support to two elementary, one junior high, and two high schools, in the inner city.

The Houston Communities In Schools, a program designed to reduce the public school dropout rate, has a strong supporter in Bob G. Gower, President, Lyondell Petrochemical Company, a division of ARCO. Gower is president of the organization that helps promote support for at risk students through counseling services, drug prevention programs, summer employment and remedial training.

Education Reform

Company executives are concerned about educational reform. In California, for example, the California Roundtable has issued recommendations called "Restructuring California Education." Steve Giovanisci, ARCO's Vice President for Public Affairs, participates in the Roundtable's Education Committee and explains ARCO's support: "We believe that schools, like business, need to be accountable. The Roundtable's recommendations would do just that for teachers and individual schools. Right now, we are seeking discussion and hopefully consensus with business, government and education leaders on offering innovative and workable solutions to our state's growing educational problems with dropout rates and illiteracy."

There's little question that as companies have become involved in business/education partnerships, the more active and supportive companies have seen the problems and want to be part of the solution. ARCO, like many other corporations, has come a long way from the first school adoption in Los Angeles of 10 years ago. Perhaps as a maturing process for corporate involvement, we currently support a range of actions from tutoring a single child to working with state government to support reform to impact our statewide educational process.✦

Myrna Plost is Director of Public Education and Volunteer Programs, ARCO.

chapter 2

New York City: A National Model for Volunteerism

by Susan Edgar, Ed. D.

When 20 non-professionals began tutoring in a Manhattan public school in 1956, more than the New York City School Volunteer Program, Inc. was born. These 20 volunteers pioneered a new concept in educational partnerships.

The volunteers' earliest efforts were non-academic. They helped out in many ways to lighten the teachers' non-teaching load. Soon, however, the teachers asked for more. They wanted volunteers to tutor individual students. The volunteers' role as an instructional resource gradually became accepted and the program's mission emerged: to provide a means through which trained volunteers can help meet the educational needs of the children in the New York City public schools.

In 1965, the Ford Foundation recognized the success of the New York City program, which it had helped fund, by providing start-up funds for the National School Volunteer Program. Since then, school volunteers have become a vital component of education programs nationwide.

The New York City School Volunteer Program's initial backing came entirely from the private sector. In 1962, the Board of Education, by then fully committed to the role of volunteers in schools, adopted the program and assumed full financial responsibility for the professional and support staff needed to recruit, train and support the volunteers. Under the Board of Education's aegis, the program entered a period of substantial growth — just as the city entered a period of financial crisis.

In order to offset cutbacks in public funding, the New York City School Volunteer Program incorporated as a not-for-profit organization in 1970 and began seeking financial support from the private sector once again. Approximately three-fourths of the Program's $1 million budget now comes from corporations, foundations and private individuals. This public and private partnership last year enabled 56,800 students in 433 schools to receive individualized instructional support from a talented and dedicated cadre of trained volunteers.

New York City school volunteers are a diverse group of concerned community members. Approximately 50 percent are parents actively involved in their own childrens' schools. Thirty-three percent are older adults, 14 percent are high school or college students, and the remainder is comprised of citizens who want to make a contribution. The majority provide one-to-one tutorial assistance to students needing extra help in reading, math or English as a second language. Volunteers also assist in the classroom, introduce students to music and art, and offer an extra pair of hands wherever needed.

In addition to core activities, the School Volunteer Program seeks to introduce new projects designed to meet special needs. These currently include:

- Parent and Child — Parents of pre-kindergarten and kindergarten children improve parenting and teaching skills while learning about child development and their role as their child's first teacher. This project also provides tutorial help to teenage parents struggling to meet the demands of both parenthood and high school.
- Early Identification and Intervention — Volunteers help identify potential reading problems among kindergarten children and give preventive tutorial help during the first and second grade to bolster success.
- Bridges to the Mainstream: A Project to Integrate Students with Special Needs into the School Community — Volunteers provide tutorial and classroom assistance to two groups of elementary school children experiencing difficulty in regular classes — those who

have not yet learned English as a second language and those who are moving from special education to regular education classes.

- Junior Booktalk — Volunteers discuss literature with small groups of students ready for additional challenges. Children learn how to read critically, think independently and express themselves clearly.
- Cultural Resources — Volunteers introduce students to New York's major museums and provide preparatory and follow-up experiences in the classroom to accompany each museum visit. A volunteer sponsored traveling "Egyptian Suitcase" brings the excitement of a museum exhibit to students whose schools cannot arrange class trips.
- Teens as School Volunteer Tutors — High School students at risk of dropping out assume a leadership role by tutoring elementary school students. The teens improve their own basic skills and job readiness while helping younger children master reading and math.
- College Prep — Volunteers help disadvantaged high school students go on to higher education. Volunteers help students consider, prepare for, select, and apply to college, and obtain financial aid.

The New York City School Volunteer Program continually responds to changing student needs. What doesn't change is that volunteers work on a one-to-one basis to help youngsters succeed, and to instill in them the belief that they *can* succeed.✦

Dr. Susan Edgar is Executive Director, New York City School Volunteer Program, Inc..

chapter 3

World Book and Education: Partners for Excellence

by Pat Higgins-Crane

Helping children discover the joy of reading and learning is no cliche at World Book, Inc. of Chicago, one of the world's leading publishers of educational materials including *World Book Encyclopedia*. It's a critical goal that drives the company's 72-year commitment to supporting both national and local educational programs in schools and communities.

Through national programs like Company With A Heart and the Partners in Excellence classroom reading program and local efforts like Project Get Ready in Chicago, World Book works to improve both literacy and learning.

For the company, supporting education is more than the right thing to do. "We believe that private sector involvement can make a critical difference in stemming the tide of illiteracy," says Frank J. Gagliardi, president of World Book-Childcraft.

World Book's commitment to promoting partnerships between parents and teachers begins in the home. Through it's Company With A Heart program, established in 1983, the company has provided nearly 31,000 sets of *The World Book Encyclopedia* and Childcraft — The How and Why Library to families that could not afford these educational materials. This in-kind donation currently carries a price tag of more than $17.3 million (retail). Sales representatives throughout World Book's 90 North American branches, who meet their goals during the fall program period, work with local schools and charitable organizations to search for and identify the families to receive the educational materials.

"Parents need educational resources to help their children learn. It's hard to form an educational partnership with your child's school without the tools to help the child at home," says Gagliardi. "The program was designed to help deserving families bridge that gap." The program earned World Book a Presidential Citation for Private Sector Initiatives in the form of a "We Can, We Care" C flag.

As an extension of Company With A Heart, World Book maintains an ongoing product donation program with the Ronald McDonald Houses across the country.

In 1988, the company also made a $1.7 million commitment to education by providing a set of encyclopedias to each of the 2,084 YMCAs in the United States for use in their early childhood and after-school programs. In addition, World Book sales representatives have spent thousands of hours working with YMCA personnel to develop educational activities to maximize use of the reference materials and reinforce the link between the YMCA and the community.

As the need to promote literacy became increasingly apparent — especially among young students just developing lifelong reading habits — and school budgets to provide additional classroom resources continued to dwindle, World Book created the nationwide Partners in Excellence Classroom Reading Program to promote literacy by encouraging students to read.

Partners In Excellence is a simple program, available to all schools and administered by local school representatives. Students agree to read extra books during a seven-week program and collect a nominal amount of money from sponsors. For every two dollars students raise, World Book matches with a $1 donation. The funds are used to place World Book products in the classroom. For their reading achievements, children can receive program certificates and gold or silver reading medals. These reading incentives are usually presented during a school awards ceremony.

The program's goals are two-fold, according to Dr. Alvin Granowsky, vice president, World Book School and Library Services, who directs Partners In Excellence. "We know teachers want to add excitement to their classrooms and teaching while improving their students' reading, writing and research skills," says Granowsky, a nationally recognized reading expert.

"But just as important is the sense of accomplishment and self-esteem that Partners in Excellence fosters in the students who participate," he says. "When the children receive their awards, the excitement is palpable. They've done something both fun and wonderful for themselves, and they're proud of the accomplishment."

To help motivate students to join in this exciting partnership, 17 celebrities agreed to appear at no cost, in specially designed Partners In Excellence reading posters. Stars such as Academy Award winning actress Meryl Streep tells students, "The performance of your life begins when you read." Chicago Bulls basketball legend Michael Jordan is another poster celebrity who says, "You can soar to new heights by reading books." The students are reminded that reading is not only fun, it's critical to future success. To date, several hundred thousand of these posters have been distributed free to classrooms and libraries.

"We've received resounding praise from teachers and parents who say they've seen significant improvement in their children's reading skills," says Dr. Granowsky.

Since the program began in October, 1986, Partners in Excellence has been implemented in some 25,000 schools in North America touching more than 8 million students in 68,000 classrooms. The students, primarily in grades 3 to 6, have read millions of books and have received various reading incentives including more than 1 million certificates of achievement, 214,00 silver medals and 640,000 gold medals. These children also earned more than $26 million in World Book products, at no cost to the schools.

In another partnership called Project Get Ready, World Book joined forces in 1989 with the Chicago Public Schools and the district's Alumni Association to create a program to prepare pre-school and kindergarten children for school. World Book committed $20,000 to provide 65,000 copies of a landmark booklet *Getting Ready for School — What Kindergarten Teachers Want Your Children To Know*. The booklet, printed in both English and Spanish, was distributed to the parents of students at 700 kindergarten and pre-school centers around the greater Chicago area on the first day of school. The Chicago Board of Education provided the Spanish translation for the manual.

The skills booklet includes easy parent tips on how to help their children learn the necessary schooling skills. Material was developed from data gleaned in a nationwide survey of kindergarten teachers as part of the research for World Book's Early World of Learning school readiness product. "We know that parents are very interested in getting their children started on the right foot but often don't know where to start or what skills are important to guide their children on the road to educational success," Dr. Granowsky says.

The Project Get Ready partnership grew into a community-wide project when the *Chicago Sun-Times* newspaper agreed to reprint the skills book as part of a news story on the program. WLS-TV produced 10 public service announcements highlighting the schooling skills and parent tips as part of the TV station's "Say Yes To Education" program. The National PTA through its Chicago region, held training seminars for local PTA members on how to use the Project Get Ready materials in their own school workshops with parents of these new school students. And, the Chicago Public Library also distributed copies of the booklet through its neighborhood branch libraries in the Chicago area.

"Project Get Ready is significant for its success in bringing together seven major Chicago business and educational organizations to help parents forge that school-home bond right from the start," says Gagliardi.

Another educational partnership created by World Book has been the national U. S. Academic Decathlon (USAD). World Book was the main corporate sponsor of this annual event from 1983 through 1989 and it was a natural relationship for the company. World Book used the company's extensive educational resources to create the USAD tests and study guides, nearly a $1 million contribution in financial and in-kind services to the program. The USAD is a 10-event scholastic team competition for high school juniors and seniors. Each year some 60,000 students from 40 states participate in local, state and national competitions.

"Our commitment to public and private partnerships to support education is permanent," Gagliardi says. "That mandate gives a strong focus to all of our activities."✦

Pat Higgins-Crane is Director of Corporate Communications, World Book, Inc.

The New Collaborations

chapter 4

The Portland Investment Targets Tomorrow's Adults

by Marcia Douglas

The Portland Investment is a 10-year action plan for dropout prevention, employment skills and access to jobs, especially for low income and minority youth. This Portland, Oregon, based collaboration is a distinctive partnership between business, government, school and community leaders and it involves many different programs.

The partnership addresses the needs of youth who are at risk of chronic unemployment as adults. The Portland Investment plan envisions a continuum of education, employment training and personal support services that spans prenatal to age 21. Its comprehensive goals focus on families, children and youth.

Partners

The Portland Investment is under the direction of the Leaders Roundtable, an ad hoc committee of policymakers from city and county government, business, public schools and community organizations. Members include the Mayor of Portland, Superintendent of Portland Public Schools, a County Commissioner, chair of the Chamber of Commerce's Business Youth Exchange, several employers, presidents of United Way, Urban League and Portland Community College, chair of The Private Industry Council, Superintendent of the Multnomah Education Service District, a member of the Portland Board of Education, an official of the Northwest Oregon Labor Council and other community leaders.

Problem Statement to Plan

The Leaders Roundtable first met in October 1984 to examine the barriers to employment faced by Portland's youth. The Roundtable adopted *The Portland Investment: A Regional Plan to Combat Youth Unemployment* in 1986, after a planning process that involved more than 100 providers of service to children and youth (including schools, the courts, community agencies and health care agencies), parents, students and personnel officers.

Now in the third year of the 10-year plan, The Portland Investment includes more than a dozen programs serving 2,300 youth. The operating budgets of these programs total approximately $4.6 million. Funding partners include The Private Industry Council, public schools, city government, county government, businesses, the United Way and Urban League. Employers also make major dollar commitments in non-subsidized wages for youth in work experience through the various programs.

Together, the programs form a continuum that currently spans middle school through high school and includes two programs for out-of-school youth. The programs are planned to work together on recruitment and referral, so youths can move through the continuum according to their needs. Future developments will focus on preschool and elementary school students.

The array of programs includes:

- Student Service Centers at middle schools.
- Self-esteem building program for middle school ages.
- Transition programs from eighth to ninth grade and from high school to postsecondary education.
- Targeted school year and summer training and education to help 14- and 15-year-old students succeed in school.
- Applied basic skills, private sector work experience for high school students.
- Competency-based pre-employment training.
- School-to-work transition.
- Teen parent program.
- Pre-employment program for homeless youth.

Some of the programs are based on national models.

An essential ingredient of the plan is the comprehensive Summer Youth Employment Program operated by The Private Industry Council on behalf of the Roundtable partners. School programs make use of the Summer Youth Employment Program as an extension of their services. The scheduling of summer work assignments is coordinated with the School District's summer school classes to accommodate those youths who need to improve their basic skills.

Policies

The Roundtable influences policies at several levels to support this continuum of programs. For example, the mayor has consolidated different sources of city funds to enable The Private Industry Council to develop the comprehensive Summer Youth Employment Program. Also, the Portland Board of Education has expanded the number of basic skills classes offered in the summer and has waived summer school tuition for low-income youths. Portland Investment goals have been integrated into local and statewide dropout prevention and children's initiatives to facilitate coordination and to avoid unnecessary duplication.

The full 20-member Roundtable meets quarterly. A six-member Executive Committee (chair of the Business Youth Exchange, chair of The Private Industry Council, mayor, county commissioner, vice chair of the Portland Chamber of Commerce and school superintendent) meets every month between Roundtable meetings.

A 12-member Planning Team carries out The Portland Investment plan at the direction of the Roundtable and Executive Committee. Most of the Planning Team members report directly to individuals on the Roundtable.

The Planning Team includes the president of The Private Industry Council, executive director of the Business Youth Exchange, a Portland School District Career and Vocational Education administrator, the School District Intergovernmental Relations director, county director of Youth Services, United Way vice president for allocations and community service, staff assistant to the mayor, a Portland Community College business development specialist, a loaned executive from U.S. West Communications, and two staff hired by the School District and the PIC respectively to implement the plan. The Planning Team is staffed by the City-School Liaison from the mayor's office, and funded by the city, Portland School District and The Private Industry Council. Planning Team members contribute their time as part of their ongoing work in their respective organizations.

Measuring Results

Portland Investment programs have developed a common data collection format for reporting outcomes to the Roundtable. School retention rates, graduation rates, numbers of GED's, numbers of participants going on to postsecondary education, numbers of graduates attaining jobs, and academic progress of participants are among the outcomes being tracked in the programs.

A hiring plan has been initiated to market Portland Investment graduates to employers, and a graduate follow-up plan is under development to foster job retention. Programs to date are showing school retention and graduation rates of 90 to 100 percent. Over time and as resources allow, programs will be replicated or further developed to target more children and youths.✦

Marcia Douglas is City-School Liaison for The Portland Investment.

chapter 5

Rochester Powers Brainpower Program

by John H. Wolbert

In 1985, the Industrial Management Council of Rochester and the Rochester Chamber of Commerce established a Business/Education Task Force to identify the most effective responses business could make to assist the Rochester Public Schools.

The Task Force consisted of five executives loaned from Rochester's largest employers who worked full-time for six months studying the issues. The result of their deliberations became part of the "Call To Action," an Urban League/Center for Educational Development report urging the *community* to become involved in the education of its children.

The report outlined the framework for what would become Rochester Brainpower, a city-wide effort to improve the quality of education in the Rochester Public Schools. It detailed five tasks:

- Jobs — Job placement opportunities as incentives for student performance in the classroom and for exposure to the work environment.
- Partnerships — The "adoption" of city schools by businesses for broad-scale interaction between employers and students, faculty and administration.
- Marketing of Education — Using major media to raise community awareness of education's key role in developing human potential and to encourage parent participation.
- Staff Development — Enhancement of teaching, management and career counseling skills.

- Consulting Resources — Access to business problem-solving capabilities for the District.

With a 1987-88 budget of almost $500,000 provided by Rochester business and industry, augmented by in-kind donations from the volunteer Advertising Council of Rochester and many other organizations, Brainpower has already shown positive results:

- More than 850 students were placed in jobs during the last school year.
- Seven full-time job specialists are based in city high schools.
- More than 50 partnerships have been started, involving a variety of businesses, higher education, governmental agencies and other organizations. A trend-setter program has been the Work-Scholarship Connection sponsored by Wegmans Food Markets that provides part-time jobs and full tuition college scholarships (as much as $5,000) annually for students who need special motivation to complete their high school program.
- A Principals' Institute to help identify top administrator candidates for city schools has been established at the University of Rochester.
- Sessions on organizational dynamics and school-based budgeting are in progress with the school district.
- Perhaps the most visible component — an advertising and public relations campaign — has communicated the Brainpower message with more than 13 million impressions, with public service media contributions valued at more than $1.5 million.

One of the keys to Brainpower's success has been the effective utilization of resources already present in the community. Rochester Jobs Incorporated, a non-profit organization administering a variety of employment and training programs, coordinates job placement for Brainpower. The Center for Educational Development, a local community education fund, coordinates partnership activity with assistance from the Governor's School and Business Alliance. Communications for the program are handled by the Advertising Council of Rochester, with a major effort by Hutchins/Y&R and Saphar and Associates agencies.

The extent of business community support for the Brainpower program is clearly seen, not only in cash contributions, but also through in-kind donations. An ongoing example of support has been the loaned executive status of the program's director. Eastman Kodak Company and the AC Division of General Motors provided the first two incumbents. The current Executive Director is on loan from Citibank (New York State).

Brainpower was selected in 1988 as one of the 30 programs nationwide to receive a Presidential award through the President's Citation Program for Private Sector Initiatives.✦

John H. Wolbert was Brainpower's Executive Director in 1988 and was a loaned executive from General Motors.

chapter 6

The Houston Business Promise: A Quality Education

by Landon Short

The Houston Business Promise, a program of the Greater Houston Chamber of Commerce, is a voluntary eight point commitment by Houston businesses to help assure that every child in the Houston area receives a quality education. The Promise is designed to foster a close and continuing working relationship between Houston-area businesses and local school systems. Based on proven programs, it addresses the highest priority educational needs of pre-school through high school.

The Promise was developed by the Education Committee of the Greater Houston Chamber of Commerce, following a series of meetings with educational leaders and an evaluation of existing programs that addressed the fundamental question of "what can businesses do to help the schools." The program builds on a strong base of existing business-school partnerships, and non-profit organizations that can assist area schools, by greatly expanding the number of companies participating in those programs that have proven their worth.

Comprehensive Education Program

The Houston Business Promise is the centerpiece of a number of initiatives of the Chamber's Education Committee that address the needs of Houston's schools, which face challenges common to all major urban areas.

The Chamber's structure for educational programs from kindergarten through 12th grade includes:

- A Partnerships in Education Committee that is in its fourth year of working closely with the Houston Independent School District and other area school districts to recruit business partners in education. This group also conducts an annual Executive Class Day that places the city's leading executives in local schools for half a day.
- An Education Alliance that brings together non-profit organizations, that assist the schools, under an umbrella organization, for the purpose of enhancing coordination of programs and increasing community awareness of their work.
- An Issues Committee that addresses broader educational issues and legislative matters.

The Greater Houston Chamber of Commerce has a very small education staff. But, a large group of volunteer committee members, including a number of top corporate executives, are involved in planning and carrying out it's programs.

The Chamber's education programs for kindergarten through grade 12 all focus on several key areas:

- Properly preparing students for jobs and college.
- Reducing the dropout rate.
- Improving the educational process through early-intervention programs.
- Improving student motivation and self-esteem.
- Increasing the motivation and recognition of teachers and support staff.
- Improving the management of schools.
- Fighting against drug and alcohol abuse.

The emphasis is on helping with those things business can do best.

The Houston Business Promise serves as the rallying point for these efforts.

Business Promise — Eight Points

1 — Encourage employees with children to support and be involved in the learning process of their children, including attendance at parent-teacher conferences.

2 — Support a school or schools through a meaningful partnerships effort including employee volunteer involve-

ment; sharing of expertise, facilities and equipment or financial assistance. This may range from adopting a school to participating in existing programs.

3 — Assist in preparing students for the work force. This may include providing information in the classroom and exposure to the work place through plant or office visits and summer or part-time jobs.

4 — Assure graduates of Houston area high schools the opportunity to interview for available jobs. Increase student awareness of job opportunities and requirements through school career days and other appropriate means.

5 — Support the recruitment and retention of high quality teachers and administrators. This may include summer jobs for teachers, small financial grants to assist teachers in classroom projects, teacher or administrator recognition, and other programs in support of this goal.

6 — Encourage students to pursue education beyond the high school level.

7 — Encourage employees without high school diplomas to complete the requirements for a diploma or the equivalent.

8 — Endeavor to be informed and communicate with employees on important educational issues.

The eight points of the Promise include actions a company can take internally with respect to its employees and externally through both direct partnerships and involvement in non-profit provider organizations such as Communities (Cities) in Schools, Private Sector Initiatives, I Have A Dream, Houston Business Committee for Educational Excellence and many more. A brochure on the Promise was prepared to cite examples of things a company can do to implement each point. These range from the simple — to the intensive.

Implementing The Promise

The Promise was introduced in late 1988 at a news conference at which the mayor, two area school superintendents and several business leaders participated. During the first three months of the program, more than 200 businesses signed up to join in this collaborative effort. Hundreds more are expected to participate as the program continues to grow.

The primary solicitation is being accomplished through personalized letters to chamber members coupled with ongoing publicity and contacts with area civic groups.

After a company agrees to sign the Promise, a member of the Partnerships in Education Committee personally visits the chief executive officer to present a signed Promise, and to discuss ways in which they can implement the Promise in their company. The company's interest areas are documented and referred to the appropriate local school district or non-profit provider group for their direct follow-up.

A number of additional steps are being taken by the Partnerships Committee to insure the ongoing success of the Promise. They include:

- Follow-up calls to help make sure that each company activates their Promise.
- Solicitation of companies who have yet to sign the Promise.
- Ongoing communications with Promise signers to provide them with resource materials, success stories, specific needs and ways that they can help.
- Evaluation of results as part of an ongoing effort to concentrate on partnerships and programs that work most effectively.
- Recognition of Promise signers and their achievements.
- Continuous cooperation with area schools and provider groups to identify needs and define those things that business can do best to help.

Companies are being enlisted for a *long-term commitment* with emphasis being placed on the fact that improving education is not a quick fix proposition. This is also a program of caring, that seeks personal involvement of both executives and employees in working with students and teachers. The signing of the Promise by a company is merely the first step.

The Houston Business Promise provides a highly visible focused program through which Houston area businesses can help provide a quality education for the community's youth.

The initial response by businesses and educators to this new program has been very enthusiastic. Dr. Joan Raymond, Houston Independent School District Superintendent, says that "The Houston Business Promise demonstrates a high level of commitment to education that is unmatched in any other urban center in the nation. Our students deserve it, as does our entire community."◆

Landon Short is Education Executive, The Greater Houston Chamber of Commerce.

The New Challenges

—early childhood development

chapter 7

Hartford Helps Early Learners

by Nancy Van Doren

In September 1987, The Travelers Companies Foundation, the University of Hartford and the Hartford Public Schools, joined forces to create a new public/private venture to help Hartford students get a head start on learning.

Called Project HELP, or the Hartford Early Learning Partnership, the program addresses the growing number of Hartford kindergarten students who are unprepared to enter the first grade after kindergarten. The Travelers Companies Foundation committed $500,000 to finance HELP and to create an endowment for future early childhood education projects. The Travelers grant was made to the University of Hartford, that works in partnership with the Hartford Public Schools to operate the program.

Planning for the project took more than a year, as the university, Hartford Public Schools and the Travelers worked to find a project of mutual interest.

The school system was the first to propose early childhood education as an area of mutual concern, by stressing its importance, especially for inner-city youth. Many kindergarten children in Hartford were not functioning at cognitive, physical and emotional levels appropriate for their age, according to a Hartford Public Schools report issued in February 1987. Citing the city's high poverty level as a key factor, the report noted that one-quarter of the children had to repeat a kindergarten year in 1986.

"Numerous studies have revealed a high correlation between poverty and academic achievement," said Hernan LaFontaine, Superintendent of the Hartford Public Schools. "For the many children living at the poverty level, early intervention is critical if they are to have a successful school experience."

To address the needs of the school system, the university offered the expertise of its Early Childhood Education Department. The Travelers Companies Foundation, which established Youth Education as one of its priorities, was pleased to fund a three-way partnership that addressed the program development needs of the university as well as the pressing needs of Hartford youth.

HELP was launched in October 1987 with The Travelers committing $200,000 for operating the program over the first four years and $300,000 to endow future early childhood education programs operated by the University of Hartford and the Hartford Public Schools.

"This is the first time that Hartford's private and public sectors have formed this kind of partnership to address the quality of early childhood education in the city's schools," said Georgina Lucas, President, The Travelers Companies Foundation. "In its landmark study, *Children in Need*, the Committee for Economic Development called upon the business community to take the lead in the formation of new coalitions of businesses, educators, community organizations and policymakers to bolster the health, education and well-being of our children, beginning with the formative years.' HELP meets that challenge," said Lucas.

A working advisory group made up of teachers, principals, school administrators, university faculty and a Travelers Foundation representative, guided HELP through its first year. The program operates in two classrooms at the Mary M. Hooker School. One class is English-speaking only, the other is bilingual. Each class has fifteen students and is staffed by a teacher and a para-professional.

A new curriculum, which includes the use of computers, is being developed by University of Hartford faculty and Hartford Public Schools staff. The curriculum focuses on helping four-and-five year olds develop problem solving skills, while building a sense of accomplishment and an interest in school activities. Students engage in trial-and-error exercises and structured play, as opposed to more traditional, formal ways of instruction. Computer-based learning programs help students develop problem-solving skills. The Hooker School students in the HELP classroom use a variety of programs available on Apple Logowriter word processors.

In the HELP project, faculty and students from the University of Hartford's College of Education work closely with the Hartford Public Schools to train HELP teachers. Experiences and lessons learned in the kindergartens are shared in university classes. During the 1988-89 school year, an evaluation of the HELP project was launched by an independent evaluator working closely with the school system and the university. The results will be released in the Fall of 1989, after one full year of evaluation.

Over the next year, HELP will establish a permanent advisory board, made up of representatives from the Hartford Public Schools, the University of Hartford, State of Connecticut Department of Education and The Travelers. Community representatives and experts in the area of early childhood education will also serve on the board.✦

Nancy Van Doren is Manager, Youth Education Programs, The Travelers Companies.

chapter 8

An Ounce of Prevention Works in Illinois

by Carol Brusslan

In 1982, a Chicago businessman with a special interest in early childhood education, and the director of a state agency serving needy children, agreed to pool public and private resources to begin a bold experiment that would test the concept of health and nutrition through prevention.

The experiment was based on the belief that it is more caring and cost-effective to help avoid or reduce problems early in life, than to attempt to treat problems later. At that time, most public and private agencies helped children and families only when a crisis occurred. The new idea was to enhance the education and well-being of children by working with families and communities on an on-going basis to foster good child development.

Gregory Coler, then director of the Illinois Department of Children and Family Services (DCFS), said his agency would commit $400,000 to establish six pilot family support sites around the state if Irving R. Harris, as chairman of the Pittway Corporation Charitable Foundation, agreed to match the state funding. Coler believed that if he could leverage DCFS' money on a matching grant basis, he would be more likely to get legislators' approval.

Board members of the Pittway Foundation approved the $400,000 contribution, the largest grant they had ever considered. Pittway officers felt that the Illinois experiment could provide a national model for early childhood development programs.

The legislature approved Coler's proposal for a three-year experiment, ending June 30, 1985, with the state contributing $800,000 of DCFS funds in both the second and third years.

The experiment, named The Ounce of Prevention Fund (Ounce), was launched in community-based agencies in neighborhoods considered "at risk" because of poverty and other factors known to impair healthy child development.

In the years that followed, Ounce developed new services to meet participants' needs, added more sites, and attracted funding from new sources.

From the initial first six-family support programs and $800,000 budget, The Ounce of Prevention Fund expanded to 39 agencies and accumulated revenues totaling $9 million. Last year, the state of Illinois contributed more than $5 million, supplemented with federal funds totaling $2 million and private funding coming in at $2 million dollars.

The Ounce of Prevention Fund's programs include:

- Parents Too Soon — The State of Illinois provides programs to prevent teen pregnancies and to reduce problems such as babies born at low birth-weight, or to prevent child abuse and neglect that are more likely to develop when teens are parents. Parents Too Soon programs help teens develop good relationships with their babies so the children get a strong start in life. The Ounce serves as administrative agent for all 37 Parents Too Soon programs funded by the Illinois Department of Children and Family Services.

During the fiscal year ending June 30, 1988 these Ounce programs reached more than 110,000 infants, children, teens and their families. Of that number, some 5,000 participants received direct services including home visits, parent support groups, developmental child care, family support and pregnancy prevention. Most of the teen parents received more than one service.

The greatest number of participants register in programs designed to prevent first pregnancies, and strengthen family communication.

- In the Moline, IL. area, Bethany Home's third annual Salute to Teens week reached 26,000 residents with events to help teens develop self-esteem.
- In Chicago, the School Age Pregnancy Prevention Program took Prevention Fairs to 5,000 students, teachers and community members during the 1987-88 school year.
- Also in Chicago, 18 public schools offer Peer Power for Girls and Awareness and Development for Adolescent Males to reach students in the 6th through 8th grades.
- Heart to Heart — is a program to strengthen the female teen parent's ability to protect herself and her child against sexual abuse, and started in a response to an Ounce survey indicating that more than 60 percent of teen mothers in Ounce parent support programs had been sexually abused.
- The Developmental Program — is a pilot project that trains staff to help parents build strong relationships with their children.
- Head Start — In 1985, the Ounce added Head Start programs to its statewide system of services for children and their families. The programs in community agencies offering child development programs serve some 800 children and operate as a partnership among parents, staff and the Ounce.
- Center for Successful Child Development — Families from six buildings in the Robert Taylor Homes public housing complex on Chicago's south side are taking part in this demonstration program. The Center provides continuous, comprehensive services to children so they are prepared to *succeed in school*. The Ounce of Prevention Fund has been co-sponsoring the center with the Chicago Urban League since January, 1987.

More than 125 pregnant women and parents have been active in the program. CSCD families receive a range of services including home visits, a family drop-in center, a support group for pregnant and parenting teens and primary health care for mothers and young children. Community residents have an opportunity to become paid family advocates who are trained to enroll participants in the program and visit them in their homes twice a month.

- Toward Teen Health — The program operates three school-based clinics in Chicago neighborhoods with limited access to medical services and high rates of teen pregnancy. Students make an average of 14,000 visits a year to the clinics for services that range from treatment of acne and asthma to sports physicals, prenatal care and family planning.

The Ounce of Prevention Fund monitors and evaluates ongoing programs to shape and refine existing services. The research division has studied teen parent's child care arrangements, as well as patterns of child sexual abuse.

Recent projects include an in-depth study of 24 young women who were former program participants. Results of the survey indicate that the program had been a positive influence in the areas of school, employment, family planning and parenting. A larger study showed that former Ounce participants were one-third less likely to experience a subsequent pregnancy, four times more likely to be in school, and fifty percent more likely to be employed, than a group of comparable adolescents in the United States.

The Ounce of Prevention Fund and Family Focus, Inc. sponsor Kids Public Education and Policy Project (KidsPEPP) — an organization designed to work with government, media and other advocacy groups to increase support for policies and programs serving children and families. Among the issues that KidsPEPP has dealt with are increased opportunities and funding for early childhood programs, improved and expanded maternal and child health programs and Federal support for child care legislation.◆

Carol Brusslan is Communications Manager, The Ounce of Prevention Fund.

chapter 9

Learning to Succeed at Harriet Tubman Elementary

by Don Nicholas

Harriet Tubman Elementary School, in the Central Ward of Newark, NJ, is an urban school that truly delivers high quality education.

All of the school's 560 children come from low-income homes, with 97 percent of them black and 3 percent Hispanic. Yet, this is a school in which more than 70 percent of the students are *at or above grade level* in both reading and math.

Noah Marshall, Principal of Harriet Tubman Elementary School, inspires others through his friendly competence and a policy of inclusion, cooperative involvement and partnerships.

Everyone is needed. Everyone is wanted. All are welcome, and all have talent. The school nurtures and brings out that talent. Marshall and the entire school staff (instructional and non-instructional) actively involve parents, students, local merchants and the entire school community, in the educational process.

Executive Superintendent of Newark Schools Eugene C. Campbell, referring to the Tubman staff, says, "They work together to make the Effective School's concept a living reality. Students, parents, the entire staff, and the resources of the total community are involved in the education of children. The result is a success story."

One of the most important partnerships is the close relationship with the Newark Pre-School Council's Day-Care Center, a feeder school that sends approximately 100 students into Harriet Tubman's kindergarten program. Many of these youngsters have been in day care from the age of two. These students come to kindergarten with already attained social, physical and developmental skills — a background that largely offsets many of the environmental handicaps and disadvantages common to inner-city children.

Principal Marshall explains it this way, "These students arrive at Tubman ready for individual work, small group instruction and structured play activity. Most of these children are capable of performing at an A or B grade level when they enter. Tubman sees to it that they maintain *and* accelerate their performance. We know that every child can and will learn at this school. If students are to do well on standardized tests, they must perform at least one grade level above the grade they're in."

Recently the school received a foundation grant to strengthen the partnership by training parents to enhance their children's intellectual, physical and social development from birth to age three. The grant will provide for personalized home visits, parent training workshops, periodic health care for children and a referral network to help parents find financial aid and medical assistance if needed. The program is aimed at first-time parents in the school neighborhood.

The foundation on which the school depends is the experienced, committed staff — most with 20 or more years at the school. They determine programs and activities, select textbooks and are encouraged to innovate, experiment, take risks and to enroll their own children in the school.

Another ingredient for success is a school-wide atmosphere of mutual respect. "We insist that all teachers, administrators, students, parents, all employees, respect and help each other. Essential human dignity is accorded to all persons both young and old," Marshall says.

The strength of Harriet Tubman Elementary School's academic progress rests upon a wide variety of programs including:

- Pre-kindergarten;
- All-day kindergarten;
- IBM's Write to Read;

- Writing as a process in grades one to six;
- Teacher assistants in every developmental classroom;
- Spanish as a second language for non-Hispanic students;
- A Project Pride tutorial program;
- Chapter One programs;
- Gifted fifth and sixth grade classes;
- After-school day care for working parents;
- Resident Poet and Resident Artist grants;
- Computer Lab;
- Saturday morning gifted and talented program;
- Philosophy for Children program;
- High School Proficiency Test tutorial program.

Potential Involvement

Stability is also important. "We try to keep every student in school every day during the school year. Parents are discouraged from transferring children until the end of the year. We reach out to the parents of homeless children to help them keep their children here. We provide help and programs designed specifically to get and keep parents interested and active in school activities," says Principal Marshall. There are Black history programs, tap dancing, Spanish lessons, poetry reading and creative writing. All students are required to learn to play the violin. Parents are also invited to learn. Students use computers to write poems, stories and letters. Computers are available to every student two or three periods a week. Writing skills are emphasized. Reading and writing are interrelated. Parents are truly important to our school and essential to the educational success of their children," Marshall adds.

"Parents know that they are needed. They volunteer to help with most of the extra-curricular and after-school programs. Mrs. Rushmore, a community aide, volunteered her services for five years before she was hired. She now coaches track and participates in many school-related activities. This kind of commitment to the school is more typical than unusual," Marshall continues.

"On short notice, we can reach out and get nearly 100 percent of our parents to any meeting. A school is more than a building. It is the entire community. We practice our belief that we must reach out and help anyone who needs help. Parents know this. They can depend on us. We depend on them. Their children learn," Marshall concludes.◆

Don Nicholas is Public Information Assistant, Office of Public Relations, Newark Board of Education.

The New Challenges

—literacy

chapter 10

Pizza Hut Program Motivates Students To Read

by Eunice Ellis

The BOOK IT! National Reading Incentive Program, for children in grades 1 through 6 is designed to motivate children to read more, both at school and at home, by rewarding them for their reading accomplishments over a five-month period.

At the outset of the program, the teacher establishes monthly, extracurricular reading goals, either for each child in the class, for individual groups of children, or for the class as a whole. A BOOK IT! wall chart tracks the childrens' reading progress.

To encourage parental involvement, each child is given a letter to take home that explains how the program works, and an optional verification form that a parent or guardian is asked to sign each time the child has completed a reading assignment.

The teacher, in turn, verifies that a reading assignment has been satisfactorily completed by asking the child for a written or verbal report. As soon as the monthly reading goal has been met, the teacher gives the child a Free Pizza Award Certificate. The child takes the certificate to a participating Pizza Hut restaurant, where he or she is *personally congratulated* by the manager and given a one-topping Personal Pan Pizza in recognition of this special accomplishment. On the first visit, the child also receives a BOOK IT! button and a gold star to place on the button. The child receives an additional star, along with a pizza, on each subsequent visit. No purchase is required and the pizza can be taken "to go."

There are two additional levels of achievement in the BOOK IT! program. First, if a child meets the reading goals in all five months of the program, he or she receives a BOOK IT! Honor Diploma signed and awarded by the principal. Next, if all the children in the class meet their reading goals in any four of the five program months, the entire class is given a free pizza party, which can be held in the restaurant or at the school. The class receives one large, one-topping pizza for every six students — and the teacher.

The BOOK IT! program rolled out nationally in the fall of 1985 after a successful test earlier that year. First-year BOOK IT! enrollment figures included over 240,000 classrooms. Today, those figures have doubled with the participation of more than 544,000 classrooms. The program, already the largest of its kind, is anticipating to include 600,000 classrooms in the 1989-90 school year.

There are two groups of people who are critical to the success of the BOOK IT! program: teachers and the restaurant employees. Teachers are responsible for implementing the program in their classrooms. Pizza Hut restaurant employees, particularly the restaurant managers, are responsible for praising, congratulating and rewarding BOOK IT! children. Because this recognition is key to the program's success, every restaurant employee in the system goes through extensive training in the program each September.

One of the greater challenges associated with a program of this size and complexity is administering it. We have a full-time coordinator who is responsible for day-to-day operations and supervises the BOOK IT! staff. Our staff, which varies from eight to 14 people, carries out functions such as order entry, telemarketing, mass mailings, special projects and a wide variety of clerical functions. We have established ties with major educational organizations in the United States such as the National Association of Elementary School Principals, American Association of School Administrators and the International Reading Association. A total of 15 representatives from these organizations serve on the program's Advisory Council. We also attend anywhere from seven to 12 national education conferences during the year either as exhibitors or as presenters at conference workshops. At the same time, we supply materials and support to franchisees and company people in the field for local and regional educational conferences.

We also take every opportunity to talk to various groups about the BOOK IT! program, and we have developed a presentation that franchisees can use when they speak before groups in their communities.

Findings from an independent teacher survey carried out during 1986 showed how well the BOOK IT! program works. The survey showed the program increased the average number of books read by youngsters almost threefold in a period of three months. Also:

- Sixty-nine percent of students in the program improved their reading level within two months.
- Eighty percent of students improved their enjoyment of reading.
- Sixty-two percent of students who participated improved their attitude toward learning.

Having established that the BOOK IT! program was achieving its goals in so far as the students were concerned, Pizza Hut directed special attention to those responsible for its administration — Pizza Hut restaurant managers, school teachers and principals. Last year, through an independent research firm using focus groups, Pizza Hut was able to gather useful information on ways to improve communications and encourage greater participation.

As a result of our involvement with the BOOK IT! program, our partnership with education has expanded into other educational programs and projects. In addition to having sponsored the National Distinguished Principals Program for four years with the National Association of Elementary School Principals and the U. S. Department of Education, Pizza Hut was the corporate sponsor of the National Library Card Campaign launch with the National Commission on Libraries and Information Science, the American Library Association and the U. S. Department of Education.

In 1989, the fifth anniversary of the BOOK IT! program, Pizza Hut continues its effort toward improving literacy. The company is sponsoring the "Year of the Young Reader" with the Library of Congress/Center for the Book, and is a corporate sponsor for *Family Circle* magazine's "Leaders of Readers" search with the Council for Periodical Distributors Association, the Kellogg Foundation and the International Reading Association.

In celebration of the "Year of the Young Reader," which was designated by the Library of Congress as a theme to encourage reading among America's youth and which was officially proclaimed by President Ronald Reagan, the company has also created National Young Reader's Day on November 15, 1989. Plans are currently underway to develop activities with the Library of Congress that will focus national attention on the necessity for improving children's reading skills and recognizing reading achievement as vital to our nation's future.

Evidence of the company's commitment to education and literacy is also illustrated through the variety of awards and recognition the program has generated since its inception.

In 1989, *Family Circle* honored Pizza Hut with its first National Honorary "Leaders of Readers" award. Governors in 48 states and the Mayor of the District of Columbia marked the start of the 1988-89 program by issuing official BOOK IT! DAY proclamations. In 1987, Pizza Hut was the recipient of the first annual United States National Commission on Libraries and Information Science Recognition Award. Pizza Hut was also recipient of an award from the Presidential Board of Advisors on Private Sector Initiatives, and in 1986 received a Private Sector Initiative Award from President Reagan. Also, in 1986, Pizza Hut received the Gold Quill Award of Excellence in Public Service Communications, from the International Association of Business Communicators and *USA TODAY* awarded Pizza Hut its Achiever of the Year Award in 1985.✦

Eunice Ellis is National Director, BOOK IT! National Reading Incentive Program, Pizza Hut, Inc.

chapter 11

Think/Write Teams Business and Education Pros

by Ellen Seebold

Remember when you were in school and the teacher said, "Now, take out paper and pencil, we are going to write." You were probably joined by your classmates in a groan of dismay. The way writing was taught then, most of us would have just as soon taken out the garbage.

Today, though, there are innovative programs that help students enjoy the process of writing. For example, Think/Write, a project of the San Francisco School Volunteers (SFSV), develops students' ability to think and write *critically* and to apply those skills to real-life situations.

The program was born out of an increasing need. Since the 1970's, national school test scores had declined in writing achievement. Colleges and universities were forced to add remedial English courses for freshman who lacked the basic skills to succeed at the college level. Businesses complained that entry-level employees often could not write a standard English sentence.

Teachers frequently lacked training in *how* to teach writing and, especially in urban public schools, had to cope with large class size that prohibited detailed response to individual student work.

Pioneering Partnerships for 25 Years

To help improve the quality of education for public school students, a San Francisco organization has been pioneering partnership programs for 25 years. San Francisco School Volunteers (SFSV) now places about 2,200 volunteers a year in schools, contributing time and services valued at an estimated $2.1 million a year.

The organization developed Project Think/Write in 1985 to empower students with effective communication skills. Drawing upon the resources of the local business and university communities, Think/Write improves student critical thinking and writing skills. The project also fosters better student attitudes toward writing and provides teacher training in writing.

Think/Write pairs classroom teachers with writing professionals whose employers give them time off from work to share their expertise. The project is open to all teachers in the San Francisco Unified School District (SFUSD), not just those who teach English. Because writing is key to all areas of learning, writing across the curriculum is encouraged.

Teachers must apply and go through an interview process to be accepted into the project. Each receives a small stipend for his or her participation. Business volunteers, as the writing professionals themselves, also must apply to participate and are recruited from major San Francisco corporations including Wells Fargo Bank, AT&T, Pacific Bell and Shaklee Corporation. Smaller businesses, the media and independent writers are also recruited for Think/Write.

Once matched according to common goals, interests and schedules, teachers and volunteers attend a series of workshops together presented by the University of California at Berkeley's Bay Area Writing Project. During the 11 writing-intensive evening workshops held throughout the school year, teacher/volunteer teams share techniques and activities to foster good writing and critical thinking skills with students.

Teamwork Key to Program Success

Volunteers then collaborate with teachers in the classroom a few hours a week, helping students develop written communication skills and teaching them the practical application of those skills in the professional world.

With the help of pre-writing exercises like brainstorming and "mind-mapping," as well as multiple drafts, revising and group critiques, Think/Write teams attempt to give students an understanding of the importance of critical thinking and the need for creativity.

Each project classroom publishes a collection of student work at the end of the school year, with the help of the business volunteer and his or her company's resources. These publications have included entries in school newspapers and magazines, poetry collections, story anthologies and videotapes.

Cooperative relationships between business and educational professionals are fostered through team-building workshops and exercises. In addition to workshop training and in-class participation, teachers meet at their school sites on a regular basis to share ideas and solve common problems. They are also encouraged to present activities and suggestions learned in the project to the rest of the faculty.

Administered by SFSV, the program is managed by a full-time coordinator who is responsible for recruiting and matching teachers and volunteers, coordinating workshop sessions and teacher support team meetings, placing career speakers, making classroom observations and serving as an ongoing resource to all participants. A half-time director is responsible for fundraising, publicity, budget management and staff supervision.

In the 1988-89 school year, 40 teachers and 40 business volunteers are participating in Project Think/Write, serving 1,200 elementary, middle and high school students. The total cost of $85,000 includes staff salaries and fringe benefits (director, coordinator and clerical), teacher stipends, consultant fees (workshop presenters and outside evaluator), and operating expenses.

Think/Write is largely funded by the private sector. Project staff submit grant proposals to local corporations and foundations that have an interest in improving education, helping students make transition from school-to-work and fostering volunteerism. Because SFSV is a private, non-profit organization, all contributions are tax deductible.

Think/Write is evaluated each year by an independent evaluator. Pre-and-post feedback forms, surveys and writing samples are used to measure improvement in writing achievement, attitude toward writing, teacher collegiality, improvements in writing instruction and impact on the relationship between the education and business communities.

The project has received high marks for its good results in motivating students and improving their critical thinking and writing skills. Teachers' abilities to deliver an effective writing program have increased, along with greater collegiality and sharing of ideas.

The Future: An Independent Program

One of SFSV's goals is to ensure Think/Write's continuation when outside funding is no longer available. By offering the essential elements of the project to the San Francisco Unified School District, SFSV is preparing the district to coordinate Think/Write on its own.

Each year several project teachers are referred to the Bay Area Writing Project's Summer Institute where they learn how to present their own teaching methods in the writing process. They are then able to return to the district and train other teachers.

The SFUSD has organized writing series of its own for secondary school teachers, using Think/Write project teachers as trainers. Next year, this series will be open to volunteers as well and SFSV will continue to recruit and refer professional writers to this series.

Where does Think/Write go from here? San Francisco School Volunteers is now focusing on expanding the project throughout California and the nation. The agency is writing a comprehensive "how to" manual and hosting a training seminar for other school districts interested in launching Think/Write in their own communities.✦

Ellen Seebold is Director, Think / Write, San Francisco School Volunteers.

chapter 12

Time Inc. Partnerships Help Advance Literacy

by Taiga Ermansons

Time Inc. is a communications company that helps inform America through its magazines, books, programming and cable TV operations. In the largest sense, its business *is* education. As such, Time Inc. recognizes that a literate, technically proficient society is a prerequisite for the continued growth of the entire U. S. economy and for the survival of Americans as a free people.

Based on the nature of our business, and the urgent societal need to bring literacy levels up to the standard required for the 1990's, Time Inc. has focused its school partnerships on advancing literacy on three levels — the level of functional literacy that allows people to develop basic work skills; civic literacy, the ability of informed citizens to take a meaningful role in our democracy; and cultural literacy, the capacity for understanding the intellectual and artistic traditions that shape the world we share.

The following programs, Time To Read and Looking For Heroes are two successful partnership models that help learners acquire the advanced skills needed for our changing workplace.

Time To Read

This program trains business volunteers as tutors and mentors to teach reading, vocabulary and comprehension skills. Time To Read is an instructional program for "marginal" readers — people ages 12 and older who read at or above the 4th grade level or below their current school grade level. Time To Read trains volunteer tutors to teach learners to read fluently, critically and enjoyably by using high-interest magazines as texts and a curriculum specifically developed by Time Inc.

Tutors meet with learners two hours weekly for one year at the school or worksite.

Tutors receive nine hours of training by a Time To Read trainer, an instructional manual with 50 lesson plans and more than 100 learner activity sheets, a subscription to *Time* magazine and their choice of: *People, Sports Illustrated, Life, Money* or *Southern Living* magazine, a dictionary and a bookbag.

Learners, in turn, also receive a subscription to *Time* and their choice of a second Time Inc. magazine, a dictionary and a bookbag.

Program Sponsors receive a Start-Up Kit including a Coordinators Handbook which provides a step-by-step guide to starting and managing a Time To Read program and year-end evaluation questionnaires for tutors and learners.

The Time To Read program was first tested at Time Inc. headquarters in New York City. In March 1985 a group of Time Inc. employee volunteers underwent a one-day training session, then began tutoring 7th grade students from P.S. 204 in Queens.

Since then, Time To Read has grown to 35 sites in 12 states with more than 800 volunteers tutoring 1,300 adolescent and adult learners at public schools, community colleges, prisons, worksites and community centers.

Companies including Xerox, Southern Progress Corporation, Home Box Office, American Television and Communications, American Cablesystems and the *Houston Chronicle* use Time To Read to tutor students at four junior high schools, one high school, three alternative schools and two after-school centers throughout six states. Time To Read was awarded the 1988 President's Volunteer Action Award.

Independent evaluation found that of the adolescents and adults in the Time To Read program 71 percent improved their reading scores and 75 percent now find reading enjoyable for the first time in their lives.

Looking For Heroes

This program involves The Odyssey Writing and Publishing Project, which uses business volunteers to reinforce cultural and civic literacy.

Students meet daily at Washington D.C.'s Duke Ellington High School to improve their writing skills, study heroes in classical literature and produce a magazine about local heroes, entitled *Looking For Heros.*

Time Inc. volunteers, including writers, researchers, attorneys, designers and salespeople from Time-Life Books, Time-Life Libraries and *Time* magazine provide classroom workshops on all aspects of writing and producing a publication. The workshops are supplemented by on-site tours, mentorships, technical assistance and guidance to the students and staff throughout the school year. Writers and editors from Time-Life Books, *Time*, *Fortune* and *People* edit the students writing.

At the end of the year, students publish their heroes' profiles in a student-designed and produced magazine. More than 10,000 copies are printed and distributed to students and throughout Washington DC. An award reception is sponsored by the D.C. School Board and Time Inc. for the student writers, the actual heroes, teachers and Time Inc. volunteers.

Time Inc. has sponsored the Odyssey Writing and Publishing Project with the Washington D.C. Public Schools since 1985. Three issues of *Looking For Heroes* have been published. In 1989 *all* students who have participated in the Looking For Heroes program will be surveyed to evaluate the influence the project has had on their educational performance and attitude.✦

Taiga Ermansons is Community Relations Manager at Time Inc..

The New Challenges

—bridge from school to work & college

chapter 13

Security Pacific Builds A Bridge to Tomorrow

by Gayle Jasso

You can't get there from here." This trite phrase proves absolutely true for high school students lacking basic education and entry-level job skills. That is why Security Pacific Corporation and other socially conscious companies throughout the United States have been helping to build bridges from school to work and college.

Bridges that lack real-world components provide incomplete, hazy paths to the future. Crossing these bridges creates wheel spinning and frustration for already uncertain students.

Walter LeMay, business coordinator for the Downtown Business Magnet High School in Los Angeles, believes "We schools just can't do the job as well by ourselves: We need business and industry to show our students what we've been telling them. Then everything finally makes sense."

Many corporations have already realized the important role they can play in helping the nation's youth prepare for life and work. Security Pacific Corporation, the fifth largest bank holding company in the United States, has been formally involved in public education since 1971. Because the financial industry has always had numerous entry-level jobs, Security Pacific believed the logical area in which to make its educational contribution was entry-level job skills training.

Through a variety of programs which include Project STEP (Skills Training Educational Program), Regional Occupational Program (ROP), Cooperative Education, Exploratory and General Work Experience, Adopt-A-School, WorkAbility, and through most of the examples listed above, Security Pacific trains more than 4,500 high school and adult students at more than 55 percent of its 600 California offices. Students come from more than 200 school districts to take advantage of the training opportunities at the company.

To measure the effectiveness of its involvement, data collection is an ongoing part of operating Security Pacific's statewide community education programs. Over a nine-year period, from school years 1976-77 through 1984-85, Security Pacific collected data from more than 13,000 of the students who passed through its programs (see *Partnerships in Education Journal*, October 1988). Research showed that more than 20 percent of the students trained at Security Pacific ultimately came to work for the corporation. However, Security Pacific also wanted to ensure that the programs provided the desired benefits to all students, whether or not they were hired by the corporation. The study located 443 former program participants, and gained first-hand information and feedback from 220 (50 percent) current employees who had received one or more classes of entry-level job skills training at the company through a school-work program.

The research evaluated and analyzed, from the former students' point of view, the quality and importance of their training programs. In addition to helping evaluate its own programs, Security Pacific believed the results of the study would be beneficial to schools and other corporations.

More than half of the 220 employees who completed the study's survey were full-time employees, 25 percent were temporary workers and 24 percent worked part-time.

The financial industry has a high employee turnover rate. Yet 33 percent of the respondents had been with Security Pacific for more than five years, an equal percentage for three to five years, and 29 percent from one to two years.

The study validated numerous positive assumptions and the following suppositions about Security Pacific job skills training for students:

- Students are prepared for and receive opportunities for career advancement. A total of 39.5 percent of the program participants had four or more promotions at Security Pacific since being hired. Another 22 percent had three career moves and 18.5 percent had two career advancement opportunities.
- Graduates who go to work in entry-level jobs are prepared for higher education and often go on to college in addition to working. A total of 21 percent earned a two-year college diploma, seven percent earned a four-year college diploma, six percent were working on graduate studies, and three percent had earned a graduate degree.
- Security Pacific classes taken during high school helped students formulate their career goals. A total of 62.5 percent of the respondents attested to this fact.
- Student self-confidence and self-esteem were raised as a result of the job training at Security Pacific. A total 129 of 220 respondents agreed (59 percent).
- The Security Pacific classes helped students get a job. A total of 175 of 220 respondents agreed (80 percent).
- Former students, now employees, believed Security Pacific should continue to offer entry-level job skills training for high school and adult students. A total of 79 percent "strongly agreed" and another 20 percent "agreed."

One of the respondents said, "Having the opportunity to train in classes at Security Pacific helped me learn a great deal about working relations, habits and skills which I would have learned a great deal later in life or perhaps not at all." Another respondent said, "The class gave me a beginning, and I took it from there."

Security Pacific Corporation President and Chief Operating Officer George F. Moody, commented: "Reviewing this study and comments of the former students once again proves to me that our investment in these programs results in exceptional returns for our communities and our bottomline."

The numerous benefits to corporations for sharing their knowledge and resources with students include contributing to the economic health of the community, developing a pool of well-trained potential employees, addressing affirmative action issues, and creating excellent community public relations.

When business leaders decide to involve their corporations in partnership with schools, great things happened — for the schools, the students and for the corporation as well. Bridges from school to work and college which are built as a team and include real world components send this positive message to students: "You definitely *can* get there from here!"✦

Gayle Jasso is Vice President and Manager, Community Affairs Division, Security Pacific National Bank.

chapter 14

Career Beginnings — The Road to College and Work

by William M. Bloomfield

The official dropout rate at Theresa Johnson's high school is 34 percent, but she thinks it is indeed much higher. Theresa has seen more than half of her friends leave school and try to find jobs — most unsuccessfully. She isn't worried about herself, though, because she's taking an important step toward her career goal by going to college — the first member of her family to take such a step.

Halfway across the country, 17-year-old Tomas Gomez is arguing with Alan, his best friend, who wants to work 25 hours a week while in high school. Tomas tells him that he probably won't get good grades, nor maybe his diploma if he works that many hours. Besides, Tomas asks, what kind of job can Alan expect to get after high school if he doesn't graduate or have marketable skills? Later, Tomas remembers when he thought school wasn't very important and is glad that Mr. Anderson, his corporate mentor, talks to him about his future and helps him set priorities.

Theresa, Tomas and Alan represent a cross section of young people who are living in large cities and rural communities across the country. They are good kids. They don't use or sell drugs, they aren't in trouble with the police. These are the students, the middle 60 percent in most high schools that no one pays much attention to. They attend school, get average grades, do their homework as best they can and want to be successful in life. They would most likely do well in college or in a good job, but they probably won't get the chance.

Although most of these students come from disadvantaged backgrounds, it's not just the lack of money or motivation that can stop them from being successful. It's negative influences, like personal or family problems, peers that put down scholastic achievement, little encouragement from teachers or counselors, or simply thinking they're "not good enough" to apply for college. Even those who graduate from high school usually lack the contacts, encouragement and skills necessary to get a good entry-level job with career potential.

A lot of kids fall through the cracks in the system. Theresa and Tomas are the lucky ones. They are part of a national program run by two-and four-year colleges and universities called Career Beginnings. This program aims to increase the career and educational options for youngsters who are not considered special or extraordinary in their high school. Most Career Beginners, as we call them, are minority students. More than half are from single parent families and most are designated as being "poor."

Business-Education Partnership

The Career Beginnings Program is a partnership among educators and business leaders that helps these "tenacious" disadvantaged students make it. So far, more than two-thirds of all Career Beginners have gone on to higher education. About 10 percent go to work in jobs with career potential, and a like number are in training programs or in the military service. Most important, the students who begin college appear to be continuing their studies in larger numbers than minority or disadvantaged students without this kind of support.

Each year, the colleges participating in Career Beginnings work with high school teachers and counselors to find a minimum of 100 students each who are economically, socially and educationally disadvantaged, but who, with better preparation and some personal attention can raise their career and educational aspirations, attend college or a training program and enter the labor force with greater confidence and skills.

When students start their junior year in high schools, Career Beginnings works with them for two years in an intensive program that includes a total sensitizing program in career and educational opportunities. This immersion in career and educational aspirations includes such programs as summer jobs, year-round career and college preparation, counseling, academic assistance and the individual guidance and encouragement of adult mentors from the business and professional communities.

After high school graduation, Career Beginnings staff maintain contact with students to ensure that they are on the right track, by providing support and counseling when needed.

Since 1986

Career Beginnings started operating in 1986 as a 25-site network in 22 cities. The national office for Career Beginnings is located at The Center for Human Resources, in the Heller Graduate School at Brandeis University at Waltham, Massachusetts. The program is sponsored nationally by The Commonwealth Fund, The John D. and Catherine T. MacArthur Foundation and the Gannett Foundation. Local projects are funded by corporations and foundations within local communities, together with support from Private Industry Councils and the resources of the host college or university. The average yearly cost of the program is about $1,100 per student. Since the program began in 1986, 7,000 students have participated in this cooperative bridge from school to college and work.

Companies like Aetna, Chevron, Pillsbury and John Hancock are recruiting interested executives and employees to serve as mentors for the students. At the same time, these corporations are hosting monthly and quarterly workshops where Career Beginnings staff from the college meets with the company mentors to help them set goals and discuss the progress of their students.

What has encouraged businesses to get involved and participate so actively in the program? It is not only good community relations, companies report, but it is in their own self-interest to invest in Career Beginnings — and America's future. Aetna's Sanford Cloud, Jr., acknowledges that business involvement in education is not entirely altruistic when he says, "If we don't (get involved) we could end up with half-empty classrooms, factories and offices." To press this point home, during the past three years, 7,000 adults have volunteered to serve as Career Beginnings mentors and help students achieve success.

Lessons to be Learned

Several on-going studies and research projects will help us learn just how much of a difference Career Beginnings has made and will make in the lives of the students it serves. But in the meantime, Career Beginnings has already demonstrated that average students, disadvantaged youngsters typically left out of the educational mainstream, *can* reach their potential. We have found it is a mistake to assume they *cannot* or *will not* achieve when given genuine opportunities.

The possibility of creating authentic and lasting partnerships with business and high schools, by which each party benefits, grows more promising each year. We are also learning how to help public and private sector institutions increase their commitment to helping low income, disadvantaged youth through the Career Beginnings programs.✦

William M. Bloomfield is Associate Director of the Career Beginnings Program.

chapter 15

IBM Spans School to Work with Job Training

by Juan M. Sabater

In 1968, IBM, Bank of America and the Los Angeles Urban League formed a partnership to open the Los Angeles Data Processing Training Center. That center has become the foundation of IBM's thriving nationwide job training program, that now includes 76 major centers. In 1987 alone, the centers produced more than 5,000 graduates, who earned more than $50 million in salaries.

IBM currently supports 127 job training programs on several different levels. Seventy-six major job training centers in 39 states offer classes in computer programming, personal computer operations, data entry, word processing or other office skills. Another 13 minor job training centers specialize in basic typing skills, and 38 rehabilitation job training centers train and place disabled persons as programmers.

The Los Angeles Data Processing Training Center, one of the major centers, is still going strong. In 1988 the three founding partners gathered to celebrate its 20th anniversary. They were joined by four additional current partners — ARCO, California Federal Savings and Loan, GTE of California and Pacific Bell, and by more than 500 students, graduates and civic and government leaders.

Partnership With The Community

The first Los Angeles canter was founded in the wake of the 1968 Watts riots to provide job training to help people escape the welfare trap, get off unemployment and become productive members of society. Working in cooperation with non-profit, community-based organizations, IBM has developed its job training center network on the Los Angeles experience.

IBM helps to develop curricula and donates training equipment and supplies. In turn, community-based organizations manage the centers, recruit and train the students and place them in jobs.

The list of community partners has grown. National Urban League affiliates are partners in 31 of the centers. Other sponsors include Opportunities Industrialization Centers and SER-Jobs for Progress, as well as scores of businesses.

Strong support from community organizations and local businesses enables many centers to thrive without government help. For example, the Los Angeles center is supported solely by the private contributions of its corporate partners. Other centers receive some funds from federal, state and local governments. The federal funds are administered by local Private Industry Councils under the Job Training Partnership Act.

Students are considered partners as well. While they pay nothing to attend classes, students are expected to treat their training as a job, and dress and act as if they were working in an office.

In addition to the job training centers, IBM helps sponsor the Summer Youth Work/Study Program, a combination of education and on-the-job experience to help stem the high school dropout rate and expand students' job skills. In the five years the program has been in existence, more than 5,600 high school students have benefitted from the education and employment offered.

Impressive Results

The cooperative partnership has produced impressive results over the past 20 years. Since the Los Angeles Data Processing Center opened, more than 2,600 graduates have passed through its doors, 89 percent have been placed in jobs and 91 percent were still at work six months later. Nationwide, the programs have trained more than 25,000 graduates who were placed in jobs.

The return on investment has been outstanding. Over 20 years, the total expense of training nationwide was $52 million. In return, training program graduates have added $159 million to the Gross National Product in salaries, paid $60 million to the government in taxes and saved taxpayers some $39 million in welfare support.

In 1987 alone, 86 percent of 5,113 graduates found jobs. As workers, they returned $41.6 million to the economy, contributed $15.3 million in taxes (including employer-paid FICA), and saved the government $11.4 million in welfare support. That's a net gain to the public of $54 million in one year, even after subtracting $14.3 million in training costs borne by community-based organizations.

But, the success of the program goes far beyond the bottom line on a balance sheet. By creating job-holding, tax-paying citizens, job training helps foster a sense of independence, self-respect and pride, which is an antidote to the hopelessness and rage that fueled the urban riots of the 1960's.

Numerous Success Stories

Inspiring success stories abound. One trainee at the Los Angeles center was an unemployed single mother, living on welfare with her parents. She didn't even own a car, so she had to get rides to the center with a friend. Upon graduation, she took an opening for a temporary job at IBM. That was in 1968. In 1988 she observed her 20th anniversary with IBM, where she's now an associate administrator on a key account in the Los Angeles area.

Some center graduates were homeless. One student was always the first to arrive and the last to leave. Only later was the reason discovered: he lived in his car and needed to change clothes in the bathroom before and after class. He managed to find a job.

One homeless woman roomed with a different student each week during the training. She graduated number one in her class and today is a supervisor of a mid-range computer system for an Orange County pharmaceutical company.

Transportation can be a problem for poor people but students have overcome this challenge in various ways. One student was given a used car to drive by an auto dealer. Another student walked two hours to and from class each day.

Other students have overcome obstacles ranging from lack of education to drug abuse in order to receive job training. In each case, they saw opportunity and took the helping hand that was offered.

As the old saying goes: Give people fish and they'll eat for a single night; teach them to fish and they'll eat for the rest of their lives. Job training programs give graduates tools they can use for the rest of their lives.✦

Juan M. Sabater is Director, Corporate Community Programs-Personnel, IBM.

The Exemplary Programs

chapter 16

Dade Partners Improve Students' Opportunities

by Carol Renick

From Sears and Roebuck to Wilbur and Orville Wright, partnerships have produced some of America's most creative and enduring accomplishments. When partners are committed to success, the collaboration not only leaves each partner richer for the experience, but also benefits society.

Such has been the case with the partnership between Dade County Public Schools (Miami, FL) and the business community of Greater Miami. In the spring of 1978, Dade County saw a need to develop an urban school policy that would involve all segments of the community in its school system to strengthen existing ties and to initiate new ones between the school system and the private sector. The idea was based on the premise that diverse local institutions care about the future of our young people and are willing to work cooperatively to improve their opportunities for success. It is also based on the belief that a community and its school system are so closely intertwined that neither can survive without the support and prosperity of the other.

Today, that commitment continues primarily through the school district's nationally acclaimed Dade Partners program. Initially launched in 1978 by Superintendent John Jones and Dr. Joseph A. Fernandez, Dade County's current Superintendent, Dade Partners links business and community organizations with individual schools, departments or the school system as a whole. Currently, more than 987 partners work with more than 280 schools, dozens of school system departments and the system as a whole — touching the lives of more than 255,000 students.

Dade Partners is administered by Dade County Public Schools under the Bureau of Community and Management Services through the Department of Community Participation. The Associate Superintendent responsible for the effort is Dr. James Fleming and the Director responsible for its administration is Carol Renick. Dade Partners is a major component of the Department of Community Participation which also includes the School Volunteer Program and Intergenerational Programs.

The structure of the program begins at the school level where each school has a staff member who is responsible for implementing Dade Partners. To assist with recruiting, utilizing and maintaining their Dade Partners program, six district coordinators are assigned approximately five schools each.

The coordinators provide a support service to the schools including:

- Assisting with recruiting.
- Processing all paperwork on each partnership.
- Assisting with an awareness of district and School Board rules.
- Providing visibility and media coverage on partnerships.
- Assisting with planning county-wide and school-wide appreciation activities.

In addition to the area coordinators, a director and supervisor assist with the varied programs channeled through the Department of Community Participation.

Dade Partners is locally funded by the Dade County School Board, however, as Federal and state grants become available, they are applied for when appropriate. Currently Chapter 11 and Florida Department of Education Challenge Grant funds are administered under Dade Partners. The current local funding, excluding grant funds, is $478,385.

The goals of the Dade Partners program are:

- To tap the expertise, skills and resources of the many organizations, institutions and agencies within Dade County.
- To design and implement curriculum to meet the multicultural needs of our community.
- To assure that Dade County students successfully make the transition from school to the work place.
- To improve the image of the school system within the community.
- To broaden the perspective of the educational community through interaction with representatives of the Greater Miami community.

Many corporate partners have become involved in the partnership program including:

- First National Bank of South Miami — When it comes to banking convenience, the students at David Fairchild Elementary have it made. All they have to do to open a savings account or do their banking is to stroll to the black caboose in the courtyard of their school. That's where they will find Twiglet Bank where all the officers and employees are fellow students.
- Velda Farms Dairies — Velda believes very strongly that our heroes should once again be our teachers! For the fourth straight year, Velda has financially supported the Dade County Teacher of the Year Program.
- Citicorp Savings of Florida — Thousands of visitors feasted their eyes on colorful art work created by students at the Miami Book Fair courtesy of a countywide art contest sponsor by Citicorp Savings. Targeting dropout prevention programs, Citicorp continues to host and sponsor many exemplary programs including the Success Fund, literacy and art education.
- SunBank/Miami N.A. sponsors Thumbs Up, a motivational program for learning disabled students. The goals are to improve self-esteem, increase academic effort, improve behavior and encourage the understanding of learning disabled students.

Evaluation of the partnership program is performed through a self-assessment instrument provided to all schools and departments by the Dade Partners office. It provides the schools with the most current data on their own Dade Partners and it also provides "action discussion" questions for schools to consider when reactivating their partnership each school year. This instrument is also a good self-checklist to assist inexperienced school staff with implementing the program.

Giving today's young people the knowledge and skills they need to be productive and responsible adults of tomorrow is a challenge that must be shared between the community and its school system. It is important that everyone assist students to achieve their utmost educational and social development. By working together we can improve the quality of our work force and build a sense of pride in employment and civic service. If we can do this — and we *can* — the ultimate benefits will be endless.✦

Carol Renick is Director, Department of Community Participation, Dade County Schools.

chapter 17

People Power At Work in Los Angeles

by Wayne Carlson

People make partnerships work. So it is very important that we give people the opportunity to use their talents and creativity when initiating, maintaining, renewing and refining partnership programs.

In 1979, our Los Angeles Adopt-A-School Program was started with Tenth Street Elementary School and ARCO, then the Atlantic Richfield Company. Since that time, the program has grown to over 650 of our district schools, each with its own individual business partner. Each partnership is special and different, being patterned around the individual needs of the school and the distinctive resources a company brings to the program.

One of the things that I believe to be a *major* contributing factor to the success and quality of our partnerships is the Adopt-A-School Council, developed in 1981 by a group of business people who were coordinating the Adopt-A-School Program in their companies, and who felt they had little extra time to devote to the cause. In the past eight years the Council has provided a wide variety of support services to the program. These dedicated business people are now focusing their efforts on four ongoing projects including:

- *Adopt-A-School Newsletter*. Published three times a year and featuring 30 to 40 articles in each issue on positive activities taking place within the program in support of our school district's educational goals.
- Quarterly Orientation Meetings. These meetings are provided every three months for all new company

partnership coordinators. The meetings are run by veteran business people who have been successful in coordinating their own Adopt-A-School programs. In addition to providing an overview of the program from a corporate perspective, tips on proven ways to develop successful programs are also included. There is plenty of time for discussion, networking and the sharing of resources.

- Annual Adopt-A-School Conference. This conference is put on *by* business people *for* business people to address those issues they feel to be of particular importance. The agenda for the most recent all-day conference focused on the most critical issues facing our schools in Los Angeles. We had experts speak on the issues followed by discussion and workshop sessions. Additionally, the speakers gave concrete examples of successful partnership activities already addressing these issues.
- Regular publicity on the value and benefits of the Adopt-A-School Program to the community at large.

As a result of the outstanding support provided by the Adopt-A-School Council, thousands of Los Angeles students are benefiting from curriculum enrichment through the generous contributions of business and industry. These students include children from the elementary schools, secondary schools, children's centers and special education centers. In addition, adults are being served in the community and adult centers, teachers are given opportunities to strengthen the educational program through staff development, and parents are provided strategies and techniques to help their children at home.

Through our Adopt-A-School Program, business, industry and education develop individual partnership programs and activities that assist in addressing some of the current issues of education as related by the superintendent.

These include: Activities To Improve Student Achievement

- Schools and companies initiate and provide incentives for attendance and academic achievement.

- Educational materials and equipment are donated to the schools to set up laboratories in math, science, language and reading.

Activities To Improve The Environment In Which Teaching and Learning Occur

- Companies assist with school and neighborhood beautification projects by painting murals on campus and in the community.
- Companies provide assembly speakers to promote safety on the campus and staff people to initiate neighborhood crimewatch programs in the community.

Activities To Strengthen The Support From Parents And The Community-At-Large And Its Leaders For Our Programs

- Company representatives participate in school advisory councils.
- Company personnel speak to parent groups about careers, health, safety and financial issues.

Activities To Improve Staff Morale

- Companies host end-of-the-year recognition and appreciation events for school staff.
- Companies provide time management, computer technology and in-service training for school staff at their facility.

Activities To Improve Relations And Credibility With State And Federal Legislators

- Adopters assist the district to promote a better understanding of education's goals and needs.
- The relationships with state and Federal legislators are improved as a result of Adopt-A-School partnerships.

As a result of our Adopt-A-School Program, we have improved the environment in which teaching and learning occur. We have strengthened the support from parents and the community-at-large and its leaders for our programs. We have improved staff morale. We have improved relationships and our credibility with state and Federal legislators.

Specifically, the Adopt-A-School Council has played a *very* significant role in the accomplishments of our District's Adopt-A-School Program. It's "Partnerships That Works!" ◆

Wayne Carlson is Director, Adopt-A-School Program, Los Angeles Unified School District.

chapter 18

Adopt-A-School Program Reshape Memphis Schools

by Barbara S. Russell

In the early 1970s, the Memphis City School System was faced with court-ordered busing, that resulted in over 35,000 white students leaving the system. Almost overnight, 200 private schools sprang up. It wasn't long until the image of public education in Memphis was at an all-time low.

When Dr. W. W. Herenton became Superintendent in 1979, he directed his staff to come up with a plan to bring about a more positive image of the public schools in the community. Because of Dr. Herenton's commitment to community involvement in the schools, the Adopt-A-School Program was designed around a "family" consisting of an adopter and an adoptee.

The program was created to foster a better understanding in the community of the public schools and to facilitate people-to-people relationships.

With assistance from the Volunteer Center of Memphis and a retired businessman, Arthur N. Seessel, Jr. — the program administrator, set out to sell the Adopt-A-School idea to the community. This was done through individual appointments with chief executive officers of potential adopting groups.

In October, 1979, 15 schools had been adopted and by the 1984 partners had been found for all 168 of the Memphis City schools.

People Power

The Adopt-A-School Program has maintained its strength and momentum because its major focus is people. Adopters are asked to identify their human resources, and schools develop a list of needs that are best served by people.

The program administrator, then sets up a meeting at the school with the adopter to discuss the possibilities. The needs and resources are matched and plans for activities are developed on an individual school adoption basis.

One of the strengths of this program is that adopters are offered many options to choose from. However, it is requested that at least one activity be initiated every month. One or two Adopt-A-School coordinators are identified by the principal and one or more are named at the adopting group. Most adoptions operate with a committee including both school and adopter.

Activities might include tutoring, job-readiness training, career awareness/education, shadowing experiences, tours of adopter's facilities, mentors, cultural experiences, science fairs, health fairs, part-time or full-time jobs, scholarships, motivational programs, incentives for academic achievement/and or perfect attendance, computer assistance, pen pals, essay contests, athletic competition, art displays, self-esteem projects and many others.

A formal adoption ceremony is held in each school in which the District Superintendent explains "what it means to be adopted" to the student body and faculty. The chief executive officer of the adopting group, the principal and two students sign the Declaration of Adoption Papers that have been pre-signed by the superintendent and program administrator. The school welcomes the adopter through a variety of original songs, poems, skits and/or cheers. Often activities have already begun between adopter and adoptee prior to the formal ceremony. However, sometimes it is the adoption kick-off event.

Programs Evaluated

All adoptions were monitored on a monthly basis by the Junior League of Memphis for the first six years of the program. Since that time, Career Ladder Teachers have served in this capacity. They make regular monthly contacts with each adopter and each school. They write reports on the adoption activities, write articles for the *Adopt-A-School Newsletter*, and basically serve as liaison between the adopter and adoptee. The program administrator meets with the liaisons monthly to hear their reports and to make recommendations where help might be needed.

Five major workshops are provided each year. Two are exclusively for adopters and two are exclusively for adoptees. The fifth is an all-day seminar for both groups. In addition to showcasing partnership activities that work, new ideas are offered.

Varied Partnerships

One of the most popular of these recommendations was the development of Just Say No clubs and Tennessee No Teams anti-drug programs.

Another popular project has been the Young Astronaut Program that is designed to promote student interest in math, science and technology. To date 68 Young Astronaut chapters have been formed through Adopt-A-School.

Dropout prevention is another focus area of Adopt-A-School. Adopters address this problem in many ways. An example is AutoZone's "Yes I Can" project. Students are motivated to raise their academic grade levels and to have perfect attendance through incentives — both large and small. The first six weeks of this project, the number of all "A" students tripled and students with perfect attendance increase every six-week period.

Exxon's "Commitment to Excellence" program requires that students sign contracts agreeing to raise their grade point average in selected subjects. Records are kept on the students' progress and hundreds of gifts are presented at the end of the school year, including computers, bicycles, calculators, watches, radios and other items selected by students.

Federal Express initiated Development Clubs with Booker T. Washington High School. Seventy experts in selected career fields provide monthly workshops related to the career chosen by the student. A syllabus is carefully prepared by each consultant from Federal Express and presented to the principal for approval prior to presentation. This program has been in operation for over nine years and covers a total of 56 careers.

Schering Plough has eight major projects including a highly successful tutorial program. This year, they initiated a study skills project which has been so well received by the principal, faculty and students that it will be a major focus of Adopt-A-School in the future.

The Adopt-A-School staff — one administrator, one aide and one secretary are fully funded by the Memphis City School System. All other funding comes from the individual adopters. Monetary assistance ranges from $500 to $35,000 per school annually. It is stressed that "writing a check is a cop out" since the real thrust of the program is "people expertise."

Positive Results

The most recent formal evaluation of our program was made in December, 1987 by an Assistant Principal in Memphis, Dr. Susie L. Hodge. In her dissertation on *Attitudes and Perceptions of Principals Toward the Adopt-A-School Program and Related Program Characteristics*, Dr. Hodge reports that the program has a positive effect on the students, teachers and principals in the Memphis schools, as well as on the total community.

As to the future, Dr. Herenton says"My commitment to the Adopt-A-School Program remains firm. In fact, much of the success of the Memphis City School System can be attributed to the successes we have enjoyed with the Adopt-A-School Program. We trust that the citizens of Memphis will continue to look on this program as being beneficial to all."◆

Barbara S. Russell, is Adopt-A-School Administrator, Memphis City Schools.

chapter 19

Private Initiatives Working in Seattle Schools

by Cynthia Shelton

During the late 1970‘s Seattle was developing a desegregation plan for its schools. The business community wanted to ensure that a quality education was available for all the children at "the end of their bus ride."

A group of citizens from the Greater Seattle Chamber of Commerce, the Municipal League, the Urban League and the School District began to formulate a plan for an organized system to channel community resources equitably to all schools. Recognizing that a school district cannot prepare students alone, business-school partnerships were developed with long-term relationships. The intention was to create an infusion of support, awareness, empathy and resources that would normally go "untapped."

Private Initiatives in Public Education, or PIPE, was created as a non-profit, tax-exempt brokerage of community resources for the Seattle public schools. PIPE was housed independently of the district within the Greater Seattle Chamber of Commerce offices.

In the beginning to link a company with each school effectively, each participating company was called a "generalist partner." Hospitals later joined these "generalist" partners to specifically assist with science and math classes in high schools.

Today, *all* of Seattle's schools are partnered with a broad range of community entities including corporations, hospitals, community colleges, university departments, small businesses, city and federal departments, nursing homes, service clubs, associations and local chambers of commerce.

Each partner is responsible for identifying and utilizing a wide variety of professional and personal talents. Additionally, each partner serves to connect clients, customer, retirees and affiliate company resources with its partnered school.

A computerized Resource Skills Bank was created to list additional individuals who could supplement and enhance the partners' resources. This skills bank is used as a resource for classroom speakers, guest presenters, on-site exploration trips, student tutors, mentors and intern sponsors, specialized magnet classes, replacements for teacher sabbaticals, principal mentors, surplus equipment and other similar needs.

In 1988 PIPE changed is acronym to Partners in Public Education to more accurately describe the widening community involvement and to allow for broader options. During the 1987-88 school year, for example, 38,000 students, 3,000 employees and 1,700 teachers, administrators and school staff were involved in the program.

The PIPE mission statement is stated — Partnerships of schools with businesses, public institutions and community organizations committed to improving student learning and working experiences.

Four key value statements fostered by PIPE are:

- Partnerships utilize the community's resources and expertise to assist school personnel in retaining students.
- Partnerships relate education to real life experiences and expectations, preparing students to become knowledgeable, skilled and adaptable employees/citizens.
- Partnerships develop a better understanding and appreciation of public school problems and needs.
- Partnerships enrich the experiences of business and government employees.

Each partners' goals are identified by their school-based PIPE advisory council consisting of school and partner coordinators, teachers, principal, guidance counselor, parents and student representatives. The school/partner goals are achieved through creative projects as identified in the book the *Doable Dozen* or through accessing community programs as identified in the *Community Resource Program Guide.*

Seattle recognizes that partnerships are the process that support existing community programs. This "hand-in-glove" affiliation addresses the overwhelming educational problems in an organized manner. Partnerships, with their "pool of employees" look for good programs to implement within "their" own school, while the programs are looking for a "pool of volunteers" committed to helping kids. Each sponsor, a large corporation or a small business, assumes responsibility for only what they can manage. When the focus is on children as the bottom line, a network "system for delivery" with interactive programs, work together for all youth. The problems of youth and education are not simple. Therefore, a variety of program interventions to address the diversity of student problems is needed along with a committed support structure.

Administration of the partnerships in Seattle, was recently transferred to the School District. PIPE and the district jointly fund three Zone Partner/Volunteer Coordinators. Each coordinator reports to their Zone Assistant Superintendent, thus creating accountability and responsibility for both sides of the partnership

The accountability and responsibility for partnerships from the community side comes through PIPE being a business/community owned operation. A board of influential representatives from business, the city council, Urban League, parent, teacher and student associations, and the school district administers governs the staff and an operating budget of $140,000.

Diverse funding is one of PIPE's major strengths. Each of the partners makes an annual membership contribution based on a sliding scale of from $300 to $3,000. The membership dues fosters a sense of ownership and responsibility among the partners.

As a non-profit organization, PIPE raises over $100,000 from its Friends of Seattle Public Schools Auction each year — the proceeds going for school grants and student/teacher/principal programs.

For structural support, a fall kick-off event is held to identify community programs for partner selection, according to specific annual goals.

Since its inception, PIPE has conducted year-end evaluation sessions for its partners. The sessions are arranged in groups of 2-3 schools and their partners. The evaluation sessions involve discussions of methods for sharing, learning, improving — and bragging. We end the sessions with a reception to celebrate successes. Semi-annual reports from the partners are required and form the basis for articles in *PIPEline*, our newsletter, as well as reports to the PIPE Board, to the Greater Seattle Chamber of Commerce and to the School Board.

To assist PIPE's 1988-89 goal of holding all partners accountable, a signature from the principal and a corporate executive supervisor were required on each Partner Action Plans.

Seattle's future involves creating a community compact that provides an agreement between the public sector, the private sector and the school district to focus on mutual critical issues in educational improvement and employment preparation. The Partners in Public Education program continues to play a major role in bringing these forces together for collaboration among program providers.✦

Cynthia Shelton is President, Partners in Public Education (PIPE).

chapter 20

Isolation to Cooperation: SUNY Purchase Partnership

Mary Beth Anderson

When chemistry teacher Jack Edwards returned to work in the fall of 1982, he did so reluctantly. He had been teaching for 17 years in Westchester County, an area that includes a total of 47 individual school districts, in New York state. For the last five of these years, he had been the one and only chemistry teacher in his small school district. Now, he had been assigned to teach physics, too, because the district had no money to replace the retiring physics teacher. John did not want to cope with this new assignment. He knew that he was barely keeping current with modern research in chemistry, never mind effectively teaching physics as well. He felt that both he and his students were being cheated.

Meantime, in another of Westchester County's school districts, Social Studies coordinator Ann Roberts was thinking about a problem she felt must be faced at once, in order to avoid a crisis down the road. The problem was the New York State requirement for Grade 12 Economics that would be implemented in two years. Not one of her teachers had the background in economics to teach the required course. With the worsening budget situation, she knew her own district would not be able to hire additional teachers. Moreover, with morale in the system low, she did not want to assign the new class load without there being visible support from her department.

It was widespread concern about the effects of these and other problems facing educators that brought about the formation of the SUNY at Purchase Westchester

School Partnership. When 11 of the 47 school district superintendents met with Theodore Gross, Dean of the College of Letters and Science at the State University of New York (SUNY) at Purchase, in the spring of 1983, they did so to combat the consequences of reduced appropriations, declining student populations and fewer teachers. Their object was to find a common solution to common problems by pooling their resources.

From the beginning, the resulting partnership was a joint venture with solid commitment from all parties. The 11 autonomous school districts agreed to work together.

SUNY Purchase gave its early support to the project in the form of leadership and administrative and facilities support. Five-year funding was obtained from the American Can Company Foundation (now Primerica Foundation) guaranteeing a future of at least five years and enabling the Partnership to start its program.

The Partnership formed advisory committees of teachers, administrators and college faculty for each new program to help shape the structure and content. Jack and Ann were chosen by their district superintendents to sit on the advisory committees of the Center for Mathematics and Science Education and the Center for Economic Education respectively. Such a design ensures that programs indeed meet the needs of the participating teachers, that the content is up-to-date and the methodologies presented are applicable to the classroom. With the ultimate purpose of improving student performance, the Partnership is working toward closing the gap between the school, college and business communities. Hundreds of teachers have participated in the Partnership's programs over a five-year-period.

Through the Foreign Language Program, once isolated foreign language teachers regularly telephone each other to share a successful lesson or to ask advice about a particular curriculum problem. Guidance counselors in the Fellowship Program for Guidance Counselors participate in summer "externships" in the business community as well as work with local business leaders to organize an annual county job fair for high school students. Preschool and daycare teachers currently carry on a dialogue with kindergarten and first grade teachers after participating in the Early Childhood Program. Scores of elementary teachers rely on the resources of The Teacher Center at SUNY Purchase. Administrators and school leaders from a three-state region work with corporate human development personnel at the Center for Leadership Development. Teachers from a variety of disciplines take advantage of the Aesthetic Education Program. Community leaders and social service administrators serve on the policy board of the Great Potential Program for Youth At-Risk helping to guide the program.

As with any viable network, the flow of information and support is multi-directional. The college professors working with public school teachers stress that they themselves have gained as much as their colleagues in the public schools. One professor indicates that he now uses a wider variety of teaching approaches, including the use of more visual materials and has students keep journals, because of what he learned from the teachers with whom he worked. The Partnership is genuinely a case of peer education — teachers *teaching* teachers.

The Partnership undergoes a continuous evaluation process. Each program is independently monitored by an outside evaluator who completes a year-end report. The Steering Committee reviews all programs annually to decide whether they should be continued. The Partnership as a whole is assessed on a yearly basis by Michael Usdan, President of the Institute for Educational Leadership.

All programs of the Partnership are chaired by a superintendent of a member district within Westchester County and directed by a SUNY faculty member or public school educator under the supervision of the Executive Director of the Partnership. A new program is established only after a needs assessment indicates that the members as a whole will benefit from the program. After funding is pinpointed and the Steering Committee gives its approval, an advisory committee or policy board assists with the development of the program.

Under the leadership of executive directors Resa Fremed (1984-87) and Sidney Trubowitz (1987 to present), the Partnership has expanded from 11 to 31 school districts, serving approximately 6,000 teachers and 80,000 students in 160 schools in Westchester County. The annual budget of the Partnership has increased from $143,950 in 1984-85 to almost $1 million in 1988-89. The Partnership now has seven full-time and eight part-time staff members.

The Partnership continues to pursue long-term solutions to funding. In the final year of Primerica funding (that had been steadily decreasing) the Partnership has been able to add staffing to meet program needs because of the growing contributions of its membership. While the combination of seed money and membership dues covers operations of the Partnership, public and private funds are raised to cover costs of individual programs. This balance of certain and uncertain funding has worked to date. The Partnership is healthy and will remain so for the near future. Over an extended period, however, the Partnership needs more stable sources of funding.

In his 23rd year in the profession, Jack continues to teach both chemistry and physics. He attends two institutes every summer, but still feels he is out there alone and behind the times. Yet, by his participation on the Math/Science Advisory Committee he feels he has contributed significantly to the quality of Math/Science education throughout all of the districts in Westchester County.

Many of the teachers in Ann's department have participated in at least one economics institute at SUNY Purchase. Her own district is currently competing statewide for the award "Exemplary School District in Economics."

An initial brochure for the SUNY Purchase Westchester School Partnership was subtitled *Strategies for the 80's*. As the Partnership moves toward the 90's, plans are to build on current programs while continuing to identify successful approaches to significant educational problems.

The isolation that was the norm in Westchester County in the earlier part of this decade is giving way to a state of cooperation. The SUNY Purchase Westchester

School Partnership illustrates that education is not the sole province of public schools — but demands the collaboration of college, business, community groups and governmental agencies.◆

Mary Beth Anderson is Assistant Director, SUNY Purchase Westchester School Partnership.

Educator Recognition & Support

chapter 21

NFIE: Connecting Boardroom to Classroom

by Donna Rhodes

More and more, education has become the *business* of business, and the National Foundation for the Improvement of Education (NFIE) is excited about this renewed corporate involvement. For those of us in education, it's like welcoming back an old ally who's been gone too long.

There's not doubt that the demands of an increasingly global economy and our need to be competitive in that arena are at the core of this renewed business attention.

In this environment, NFIE plays an important role. It is the dynamic link in a chain that unites the boardroom and the classroom in efforts to improve education.

Established in 1969 by the National Education Association (NEA), NFIE has evolved from a grant-seeking to a grant-giving foundation. In making that shift, NFIE has learned to capitalize on its chief assets — its special ties to teachers and the teaching profession — to achieve its goals.

While NEA members are investing in the Foundation at the rate of nearly two million dollars a year for the next five years, business increasingly has become a key factor in the Foundation's abilities to engage in exploration to improve the schools of the future.

NFIE's business partners range from Anchorage businessman Barney Gottstein, who helped fund a dropout prevention initiative and added employment opportunities for students in his grocery chain, to an honor roll of corporate America including Apple Computer Company, ARCO, Bristol-Myers, Digital Equipment Corporation, Edison Electric, GTE, Hitachi, IBM, Panasonic, Prudential, Sears-Roebuck, Time, United Resources and Xerox.

The Foundation's approach to the improvement of schools has been to involve those closet to the students — the teachers, as problem solvers and education innovators.

The philosophy behind that approach is the belief that we can't restructure schools without involving those who will be charged with the restructuring.

Business representatives understand that the programs that work are those developed in cooperation with the individuals who must implement them. Many entrepreneurial firms are guided by this principle and major corporations are now restructuring to embrace it. NFIE programs clearly reflect that concept and that's been helpful in obtaining corporate and foundation support.

The Prudential Foundation was NFIE's first corporate partner. The Foundation gave $300,000 which went in part to the Urban Outreach, a program for educators in New Jersey to pursue strategies to reach students at risk of school failure. Funds also went to support dropout prevention initiatives across the country. That effort engages educators as problem solvers in the challenge facing urban schools.

Urban Outreach is a two-phase program. In Phase 1, teachers from throughout the state receive training on how to design, implement and evaluate educational programs and how to secure support for them. In Phase 2, the educators compete for funding to implement the programs they've designed.

The Christa McAuliffe Institute for Educational Pioneering, another NFIE program, stimulates teacher exploration into the art and science of teaching. Extensive support for the Institute has come from Apple Computer Company in the form of $50,000 of in-kind contributions.

Apple gave our five 1988 Christa McAuliffe Educators computers, modems, software and printers. Then the company loaned other equipment for our first summer conference. The 12-day event brought together the educators and 20 Christa McAuliffe Fellows to develop strategies to integrate technology into education. Corporate leaders and other staff were also helpful in specialized briefings and promotion of the program with the media. Other corporations including Digital and Edison also provided support for the Institute.

The Foundation's Learning Tomorrow program, which focuses on technology as an important ingredient in the reshaping of schools for the future, has the backing of Hitachi. NFIE launched the program in January 1989 with a kick-off conference to develop scenarios for the schools of the future. The Foundation invited a group of educators, business and technology experts to participate in this first step of the multi-phase project to stimulate educational innovation.

While we are learning how to be better partners with corporate America, business is learning more about education, too.

For example, there is a growing cognizance on the part of business that its involvement must be made at an earlier point in the educational process.

The Sears-Roebuck Foundation has invested $100,000 in our Operation Rescue dropout initiative. All of the program is targeted to early learning projects.

These include initiatives such as a breakfast program in Derby, Kansas, a self-esteem program in Savannah, Georgia, a parental involvement effort in El Paso, Texas and a program in Eugene, Oregon that seeks to build strong bonds between students and their schools by the second grade. Other corporations such as ARCO and Bristol-Myers are also investing in dropout prevention efforts.

Partnerships are a two-way street. For example, the McAuliffe Educators have turned out to be excellent resources on the educational use and potential of computers. For a company like Apple, that information directly from classroom experts is valuable in shaping or reshaping its products. The company's director of research says: "Through them, we've learned how teachers adapt and expand technology. That's valuable information because we're creating the technology teachers use. It's the kind of teamwork that ultimately benefits students."

For those companies attempting to reach into the communities where they have operations, NFIE has been an excellent vehicle through which to accomplish that goal with its locally-based projects.

This national-local tie sends a tremendously important message to teachers. What it says is that business knows that schools alone cannot be expected to handle all the problems students bring to the classroom. It says business is there to help, because we all have a stake in this matter.

In some NFIE projects, business has invested more than dollars. The time and talents of business employees also have been invested in education programs.

The El Paso Sears staff for example, has become involved in mentoring students in a dropout prevention project funded by their company's foundation through NFIE.

In another example, Apple staff members are ongoing resources to the Christa McAuliffe Institute.

NFIE's partnerships are breeding creative and innovative approaches to school improvement and restructuring.

Just as important, business support of NFIE projects has made it possible for educators to reach further into the community for more local involvement from parents, organizations of all kinds, social service agencies and a number of other community elements.

When senior citizens in Michigan tutor elementary school youngsters in a dropout prevention program, another community segment has been involved as a problem solver. When social service agencies work with a school dropout prevention effort that targets teen mothers and fathers in Idaho, two segments of the community have merged to produce educated teen parents.

All of these partnerships have made it possible to promote an idea we believe is critical to educational success — education is *everybody's* business.◆

Donna Rhodes is Executive Director, National Foundation for the Improvement of Education.

chapter 22

Teachers Network: IMPACT II

by Ellen Meyers

In 1979, several years before we discovered we were "a nation at risk," a quiet experiment was taking place in the New York City public schools. A program called IMPACT II was funded by the Exxon Education Foundation to award grants to teachers who had developed successful projects in their classrooms and to teachers who wanted to "take an idea and go creative." Based on the philosophy that many successful projects are developed by teachers in their classrooms, IMPACT II established mechanisms for disseminating these projects throughout the system and for bringing teachers together to improve classroom instruction. These mechanisms included an annual catalog of teacher-developed programs, workshops and interschool visits.

In 1982, the results of an extensive evaluation by Teachers College, Columbia University were released. IMPACT II was breaking through teacher isolation, raising teacher morale and having an effect on student achievement.

According to the evaluation, teachers involved in the network were averaging 43 contacts with other teachers, they were feeling better about themselves as professionals and teachers reported better student attendance and fewer discipline problems. And there were many more statistics and data, all proof positive that the IMPACT II investment was paying off.

Based on the success of IMPACT II in New York City, the Exxon Education Foundation funded a second pilot program in Houston, Texas and commissioned Teachers College, Columbia University to do a second evaluation.

The results equaled that of the New York City program. IMPACT II indeed worked in diverse settings. The foundation then funded a technical assistance program to help establish 20 IMPACT II sites. The technical assistance for new site development continues now with funding from the U. S. Department of Education's National Diffusion Network. Additional funding is provided by grants from the Conrad N. Hilton Foundation and The Hearst Foundation, Inc.

To date, the IMPACT II model program has been adopted by 26 sites and is funded by school systems in conjunction with local foundations and corporations.

In 1986, IMPACT II incorporated as a non-profit education organization. IMPACT II, Inc. serves as a communications network among all IMPACT II sites, sponsors special projects and events and provides networking opportunities for IMPACT II teachers across the country.

Where Are All The Teachers?

Two years ago, IMPACT II produced a documentary film called *Where Have All The Teachers Gone?* The film takes viewers into classrooms of teachers around the country who speak passionately about their commitment, frustrations and the future of public education in this country. The film also features former teachers who talk candidly about why they had to leave the profession. Some solutions are addressed, including the role that business and community can play in education. Where Have All The Teachers Gone? was funded by the Metropolitan Life Foundation. It has been telecast on PBS twice and has won an award from the Council on Foundations.

Catalog of Creative Program Ideas

To help other teachers benefit from the work of IMPACT II teachers, IMPACT II produced a national catalog of teacher-developed programs. This catalog, funded by the Metropolitan Life Foundation in conjunction with the film, contains 100 easy-to-adapt program ideas covering every grade level from kindergarten through grade 12, and all subject areas. Program descriptions feature hands-on activities and suggest resources easily accessible to teachers.

Teachers Handbook

In 1987, IMPACT II began publishing a special series of books. Drawing on the expertise and talents of the 15,000 teachers participating in IMPACT II networks nationwide, these books are written *by teachers for teachers*. The first in a series, called *New Teachers Handbook*, was funded by the Metropolitan Life Foundation.

This how-to publication is for new teachers who want to learn more about classroom-proven techniques that cover the everyday challenges of teaching today including classroom management, strategic planning, following the curriculum and working with parents. Written by teachers from school districts across the country, this handbook contains everything from the practical to the theoretical along with valuable resource information.

The *New Teachers Handbook*, also available on audio cassette, is now in its second printing. It has been a tremendous success, receiving excellent reviews in many trade publications.

Teacher/Parent Handbook

A second publication in IMPACT II's *by teachers for teachers* series is funded by the NYNEX Foundation. This handbook focuses on teacher/parent partnerships. More than 80 teachers have sent in contributions for this publication. A prestigious advisory committee includes Mary Hatwood Futrell, President of the National Education Association, Al Shanker, President of the American Federation of Teachers and Joseph Shenker, President of Bank Street College of Education.

IMPACT II Star

The *Impact Two Star*, now published twice a year, keeps IMPACT II teachers in touch with one another and disseminates their successful classroom projects. The newsletter features articles by teachers on their award-winning projects and how to adapt these to other classrooms, a column that contains information about individual teachers' achievements, a section that provides updates on what is happening at IMPACT II sites across the country, information about other professional opportunities for teachers and coverage of IMPACT II events. The national edition of the newsletter began with support from the Polaroid Corporation and Avon Products Inc. It now is purchased by local sites and accepts advertising.

Convention

IMPACT II sponsors a biennial convention that brings teachers together from IMPACT II sites to discuss critical issues in the field and to exchange valuable program ideas and classroom materials. The last convention was held in Boston in 1987. Corporate contributors included the *Boston Globe* Foundation, Polaroid Education Program, Bank of Boston, Bank of New England, IBM, Lechmere, New England Telephone, State Street Bank and Trust Company and Zayre Corporation. Fred Hechinger, President of *The New York Times* Foundation, was the keynote speaker. IMPACT II's next convention is scheduled for November 3-5, 1989 in Washington D.C. and hosted by IMPACT II of Fairfax County, Virginia.

This year, IMPACT II celebrates its 10th anniversary. During the past decade, we have grown from a program to an organization, from a single funder to multiple corporate and foundation funds, and from one site to 26 sites. We are now reaching thousands of teachers. In the coming years, we plan to continue expanding IMPACT II's teacher network by providing more grants directly to teachers and networking opportunities to greater numbers of teachers.

Now that the future of IMPACT II is secure, we will concentrate on our role as advocates of teacher professionalism and the restructuring of schools with teachers as decision makers. The next few years are crucial to the reform movement. If it is indeed to create change, the time is now. IMPACT II plans to train the teachers in our network for leadership positions in order to promote and implement reform in such areas as attracting qualified professionals to the field, creating alternative career paths within teaching, building in non-classroom professional time for teachers, reducing teacher isolation and empowering teachers to take control of the curriculum.◆

Ellen Meyers is Director of Communications for IMPACT II — The Teachers Network.

chapter 23

Want To Know *More*?

If you would like to know more about the programs that we have covered in *Partnerships That Work!*, you are invited to contact the managers of these partnership programs directly.

ARCO— Ms. Myrna Plost, Director of Education and Volunteer Programs, ARCO, Box 2679-T.A., Los Angeles, CA 90051, 213-486-8021.

New York City School Volunteer Program, Inc.— Dr. Susan Edgar, Executive Director, New York City School Volunteer Program, Inc., 443 Park Avenue South, New York, NY 10016, 212-213-3370.

World Book, Inc.— Ms. Pat Higgins-Crane, Director of Corporate Communications, World Book, Inc., Merchandise Mart Plaza, Chicago, IL 60654, 312-245-3456.

The Portland Investment— Schools should contact Ms. Kathy Hostager, Youth Employment Specialist, Career/Voc. Ed. Department, Portland Public Schools, 10531 S.W. Capitol Highway, Rm. 114, Portland, OR 97219, 503-280-5858. Businesses should contact Mr. Tom Nelson, Executive Director, Business Youth Exchange, Portland Chamber of Commerce, 221 N.W. Second Avenue, Portland, OR 97209, 503-228-8617. Government should contact Ms. Marcia Douglas, City-School Liaison, City of Portland, 1220 S.W. Fifth, Rm. 209, Portland, OR 97204, 503-243-7912. Private Industry Councils should contact Mr. Dennis Cole, President, The Private Industry Council, 520 S.W. Sixth Avenue, Ste. 400, Portland, OR 97204, 503-241-4600.

Rochester Brainpower— Mr. Jay Flickinger, Executive Director, Rochester Brainpower Program, The Hutchison

House, 930 East Avenue, Rochester, NY 14607-2241, 716-244-8596.

The Houston Business Promise— Mr. Landon Short, Education Executive, The Greater Houston Chamber of Commerce, 1100 Milam, 25th Floor, Houston, TX 77002, 713-658-2455 or Ms. Sara Fyfe, at the Chamber, 713-658-2460.

Hartford Early Learning Partnership— Ms. Nancy Van Doren, Manager, Youth Education Programs, The Travelers, One Tower Square, Hartford, CT 06183-1060, 203-277-4178 or Ms. Marilyn Schaffer, Director of Education Computing, University of Hartford, 203-243-4277, or Ms. Alice Dickens, Assistant Superintendent, Hartford Public Schools, 203-722-8707.

The Ounce of Prevention Fund— Ms. Laura Devon Jones, Director of Media Relations, KIDS PEPP, 188 West Randolph Street, Ste. 2204, Chicago, IL 60601, 312-855-1444.

Harriet Tubman Elementary School— Mr. Joseph White, Director of Public Relations, or Don Nicholas, writer, Office of Public Relations, Newark Board of Education, 2 Cedar Street, Newark, NJ 07102, 201-733-7338.

The Book It! National Reading Incentive Program— Ms. Eunice Ellis, National Director, BOOK IT!, Pizza Hut, Inc., P.O. Box 2999, Wichita, KS 67201, 800-4-BOOK IT.

Project Think/Write— Ms. Ellen Seebold, Director, Think/Write, San Francisco School Volunteers, 135 Van Ness Avenue, Rm. 20-A, San Francisco, CA 94102, 415-864-4223.

Time To Read and *Looking For Heroes*— Ms. Taiga Ermansons, Community Relations Manager, Time Inc., Rockefeller Center, New York, NY 10020, 212-522-1453.

Security Pacific Corporation— A 28-page study, "Entry-level Job Skills Training for Students at Security Pacific Corporation and its Subsidiaries," is available at no charge by writing: Ms. Gayle Jasso, Vice President and Manager, Community Affairs Division, Security Pacific National Bank, 333 South Hope Street, H9-61, Los Angeles, CA 90071, 213-345-6682.

Career Beginnings Program— Mr. William Bloomfield, Associate Director, Career Beginnings Program, Center for Human Resources, Heller Graduate School, Brandeis University, P.O. Box 9110, Waltham, MA 02254-9110, 617-736-3770 or 800-343-4705.

The IBM Job Training Program— Ms. Rita A. Black, Program Administrator, IBM Job Training Program, IBM, 2000 Purchase Street, Purchase, NY 10577-2597, 914-697-6000.

Dade Partners— Ms. Carol Renick, Director, Department of Community Participation, Dade County Public Schools, 1450 N.E. Second Avenue, Rm. 217, Miami, FL 33132, 305-376-1215.

Los Angeles Adopt-A-School— Mr. Wayne Carlson, Director, Adopt-A-School Program, Los Angeles Unified School District, 450 North Grand Avenue, Rm. H-237, Los Angeles, CA 90012, 213-625-6989.

Memphis Adopt-A-School— Mrs. Barbara S. Russell, Adopt-A-School Administrator, Memphis City Schools, 2597 Avery, Rm. 261, Memphis, TN 38112, 901-454-5622.

Partners in Public Education(PIPE)— Ms. Cynthia Shelton, President, Partners in Public Education, 1200 One Union Square, Seattle, WA 98101, 206-461-7244.

The SUNY Purchase Westchester School Partnership— Ms. Mary Beth Anderson, Assistant Director, SUNY Purchase Westchester School Partnership, Humanities Building, Rm. 1022, State University of New York at Purchase, 735 Anderson Hill Road, Purchase, NY 10577-1400, 914-253-5137.

The National Foundation for the Improvement of Education— Ms. Elvira Crocker, Communications Department, National Education Association, 1201 16th Street, N.W., Washington DC 20036, 202-822-7208.

IMPACT II-The Teachers Network— Ms. Ellen Dempsey, Executive Director, or Ms. Ellen Meyers, Director of Communications, IMPACT II, 285 West Broadway, New York, NY 10013, 212-966-5582.

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